DOCUMENT RESUME

ED 389 649 SO 025 515

TITLE	Petersburg National Battlefield: A Teacher's Resource Guide. First Edition.
INSTITUTION	National Park Service (Dept. of Interior), Washington, D.C.; Petersburg Public Schools, Va.
PUB DATE	93
NOTE	165p.; Illustrated by Thomas Dixon. The guide was developed through a joint effort with staff from Petersburg National Battlefield and Petersburg Public Schools.
AVAILABLE FROM	Petersburg National Battlefield, National Park Service, P.O. Box 549, Petersburg, VA 23804.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Civil War (United States); Cultural Background; *Cultural Education; Elementary Secondary Education; *Heritage Education; Interdisciplinary Approach; Local History; Social Studies; State History; Teaching Guides; *United States History
IDENTIFIERS	*Petersburg National Battlefield VA; Virginia (Petersburg)

ABSTRACT

This resource guide focuses on teaching about the battle of Petersburg during the Civil War. The curriculum supplement has 46 activities, divided into elementary (grades 4-5), intermediate (grades 6-8), and secondary (grades 9-12). Activities can be adapted within various grade levels. The levels contain background information, pre-visit activities, field trip activities, and post-visit activities. Special sections focus on a tour guide for those teachers wishing to conduct a self-guided tour, key vocabulary terms of the various activities, and a bibliography that lists Civil War books by reading level. (EH)

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Petersburg National Battlefield:

A Teacher's Resource Guide

Written By

Teachers and Rangers in Partnership
for Students

SO025515

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Illustrated By

Thomas Dixon

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Acknowledgements

This curriculum-based teacher's resource guide was developed through a joint effort with staff from Petersburg National Battlefield and Petersburg Public Schools.

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TRIPS wishes to thank the staff at Petersburg National Battlefield who reviewed the manuscript and provided information and guidance.

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Special thanks go to Superintendent Frank J. Deckert (Petersburg National Battlefield, June 1986 to August 1992), Superintendent Michael O. Hill, and Chief of Interpretation John R. Davis for their encouragement and support.

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Thomas Dixon, Student, Petersburg High School

First Edition
1993

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Introduction

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To the Teacher

This teacher's resource guide is based upon the Standards of Learning Objectives for Virginia Public Schools. It is designed to prepare you for your visit and provide additional learning opportunities for use in the classroom following your field trip.

There are forty-six activities in this book. They are divided into three academic levels: elementary (grades 4 - 5), intermediate (grades 6 - 8), and secondary (grades 9 - 12). Many of these activities, especially those written at the secondary level, can be adapted for use at other levels. All activities can be easily reproduced for distribution.

Each level contains background information, pre-visit activities, field trip activities, and post-visit activities. Background information should be presented to the students at their grade level. Pre-visit activities should be used to prepare students for the out-of-class learning experiences. Post-visit activities are designed to reinforce and build upon the park experience.

Several special sections have been included in this resource guide. **The Final Countdown** is a tour guide for those teachers wishing to conduct a self-guided tour. The **War Terms** section defines key vocabulary used in the various activities. In the **Read On** section, a bibliography lists Civil War books by reading level. For your convenience, there is a list of selected **Standards of Learning Objectives for Virginia Public Schools.**

Finally, please locate and use the **Evaluation Form** in the back of this guide. In order to assure our curriculum and programs are serving your needs, we urge you to take the time to complete and return an evaluation form to the park.

Hope to see you soon!

Note: In reference to students, the masculine pronouns used in this resource guide refer to both genders.

General Park Information

Park Location: Petersburg National Battlefield contains 2,460 acres and is made up of six major units. We suggest you start your visit with the Visitor Center at the park's Petersburg Unit, located east of Petersburg just off Virginia Highway 36.

Park Address & Telephone Number: Petersburg National Battlefield, P. O. Box 549, Petersburg, VA 23804; 804/732-6094 (Education Ranger).

Visitor Center: The Visitor Center is open year round except Christmas and New Year's Day. During the school year, hours are from 8:00 AM to 5:00 PM. The Visitor Center houses the museum and bookstore.

Audiovisual Program: A 17-minute, three-dimensional map program is shown on the hour and half-hour at the Visitor Center. Maximum seating capacity: 90 children or 75 adults.

Touring the Battlefield: The four-mile, one-way, driving tour of the park's Petersburg Unit is designed for use at your own pace. Besides way-side exhibits and audio stations, some stops have short, interpretive walking trails.

The extended driving tour takes you to park areas south and west of Petersburg. Poplar Grove National Cemetery and Five Forks are located in Dinwiddie County. City Point is located in Hopewell. Maps and directions to these units are available at the Visitor Center.

Teachers who plan to conduct a self-guided tour of the park should refer to the *Final Countdown* section of this resource guide.

Field Trip Guidelines

Fee: The entrance fee is waived for bona fide educational institutions visiting the park for educational purposes.

Registration Procedure: You will need to make a reservation for your class. Reservations are made on a first-come, first-serve basis. The heaviest period for school visitation is late spring.

To make a reservation:

1. Call the Education Ranger at Petersburg National Battlefield. The telephone number is 804-732-6094.

2. Be ready to provide the following information: school's name, address and telephone number, date of visit, arrival and departure times, contact person, grade, number of students, number of chaperons, desired field trip activities/programs, and any special needs of the students.

3. Look for a written confirmation of your telephone reservation within 14 days. If you do not receive a confirmation by mail, or if any information on the form is incorrect, please call the park.

Arrival: Upon arriving at the park, you must first check in at the Visitor Center Information Desk to register your group. Instruct your students to gather outside by the flag pole where they will be met by a ranger.

Dress: Teachers and students should dress comfortably and take into account variable weather patterns.

Food: Food and drink are not allowed inside the Visitor Center or during the course of the program. Groups may bring their lunch and eat in the picnic area between Tour Stops 3 and 4. The picnic area has 13 tables and will accommodate about 100 students.

Restrooms: Restrooms are available on the lower level of the Visitor Center and at the City Point Unit. Unfortunately, there are no restroom facilities along the Park Tour Road.

Conduct: In advance of the trip, the teacher should go over the park rules and regulations with his/her students and chaperons. Federal regulations prohibit the following: climbing on monuments, signs, markers, and cannon; walking on earthworks; removing any artifact; removing any animal or plant life; and littering.

The Visitor Center is small and school groups will encounter other park visitors during their visit. Students should conduct themselves in such a way as to allow others to enjoy their visits.

Tips for Teachers:

1. Prepare your students for the field trip. **Pre-visit activities** are essential for a successful field trip.

2. Remember that the smaller the class size, the more beneficial and enjoyable the program will be for the students. **Maximum class size is 35.**

3. Have your students wear **nametags** to assist the ranger in personalizing the field trip program.

4. **Remain with your class** throughout the program presentation, as discipline of the students is the responsibility of the teacher. We suggest at least **one teacher/chaperon for every ten students.**

5. Instruct your students to **leave radios behind.** Radios are distracting and lessen the memorial quality of the Battlefield.

6. Read the following **advisory** to your students prior to the field trip.

The National Park Service needs your help to preserve and protect the earthworks at Petersburg National Battlefield. The earthworks are important cultural and historic landmarks of our nation's heritage. They literally shaped the long Siege of Petersburg. Thousands of men, both black and white, labored intensely to construct these defensive fortifications.

When visiting, please take care to enjoy and explore the Battlefield only from the designated trails. In this time of environmental and cultural awareness, remember that Petersburg National Battlefield belongs to all Americans, and it is up to each of us to care for and preserve the Battlefield for future generations.

Elementary

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Background: Elementary Level

What Was Happening in Our Country

Perhaps no other event has shaped our nation's history as much as the Civil War. The conflict became our costliest war with a loss of over 600,000 lives in a four-year period. As a result, the nation emerged with a stronger government.

Before the Civil War, Americans felt great loyalty to their own communities and states. People living in one part of the country often felt they had little in common with those who lived outside their own region. During the early 1800s the country began to divide along sectional lines between North and South.

In the years before the Civil War, arguments between North and South were many. One argument was about taxes paid on goods brought into this country from foreign countries. This kind of tax was called a tariff. In 1828, Northern businessmen helped get the "Tariff Act" passed, raising the prices of goods from Europe. These goods were sold mainly in the South. The purpose of the law was to encourage the South to buy products from the North. The Tariff Act angered the Southern people who were forced to pay more for products they needed.

Political power of the government in Washington, D.C. was also a source of conflict. Northern and Mid-Western states were becoming more and more powerful as their populations grew. But the South was losing political power and felt a growing need for freedom from the central government. The South thought that each state should make its own laws. This issue was called states' rights.

The right that Southern states were most interested in protecting was the right to own slaves. This was because farming was the major industry in the South, and cotton was the primary farm product. Large farms, called plantations, used slaves to labor in the cotton fields. The South's wealth depended upon cotton and the slaves who picked it.

In time, the issue of slavery became the most emotional quarrel between North and South. However, in colonial times, slavery was not a source of debate. The early settlers shipped in slaves from Africa to clear the forests, build new homes, and harvest crops. But as industry grew in the North, the need for slaves in the Northern states died out.

In the free states of the North, there were those who wanted to end or abolish slavery throughout the country. These people were called abolitionists. They angered Southern leaders with their

speeches and writings.

The South continued to defend the institution of slavery. Slavery had been a part of the Southern way of life for well over two hundred years. The Constitution of the United States guaranteed the right to own property: slaves were property. The Constitution also guaranteed protection against seizure of property.

Southern tempers flared when a Northerner, Abraham Lincoln, became president in 1860. Although Lincoln was personally against owning slaves, he vowed not to disturb slavery where it already existed. Many Southerners felt they could not trust Lincoln's word. Soon after the election, South Carolina seceded, or broke away from, the United States. Six other Southern states soon followed and seceded. These states joined together and formed a new nation which they named the Confederate States of America. Jefferson Davis was elected as their president.

The War Begins

On April 12, 1861, the Confederate States of America attacked Fort Sumter, which was held by United States troops. As open conflict increased, other states seceded. The nation became clearly divided with twenty states remaining in the Union and eleven states joining the Confederacy. Three states, Kentucky, Missouri, and Maryland, were slave states that remained in the Union. They were called border states.

At the beginning of the Civil War, President Lincoln had one goal--to bring the "rebelling" slave states back into the Union and restore peace. He called on the Northern states to raise armies and march into the South and force the people to submit to the United States government. This was a difficult task because the Confederates had their own armies to defend their land. The Confederates strongly resisted the Northern "invaders."

As the war dragged on, the death toll climbed into the thousands. Each battle was affecting the homes in both North and South. In the meantime, Lincoln was growing unpopular in the Union because no end could be seen to the war. By the summer of 1862, Lincoln was leaning toward striking at slavery as a means of ending the war.

In 1861, some of the Northern leaders began declaring runaway slaves as "contraband of war." This helped relieve the North from the legal obligation of returning slaves to their masters. (Contraband was a term used to describe enemy property that could be seized in wartime.) Since the Confederates had withdrawn their states from the Union, the "Rebels" were no longer entitled to the protection of the Federal government. By recognizing the fugitive slaves as contraband, the Union was denying the South an important source of labor. Therefore, striking at slavery began to make sense to some of the Union's military leaders.

Foreign governments abroad also played an important part. European countries, like England and France, had not officially taken a side in the war, but they had quietly given support to the Confederacy. If the Confederates had won a major victory in the North, then England might have offered to help the South. England's politicians wanted a weak country--the United States verses the Confederate States.

Another factor was that Europe had washed its hands of slavery and antislavery movements were quite popular there. Lincoln thought that if abolition of slavery was a war goal, Europe would probably stay out of the war. This would be a means of keeping the Confederacy from seeking support overseas.

Lincoln faced many problems. If he declared the Confederate slaves free, he faced problems in changing the war aims of the North. For one thing, not everyone in the North was opposed to slavery. Secondly, the border states, although they remained in the Union, were slave states. Thirdly, if Lincoln made this decision, the North needed a military victory in order for his decision to have the desired outcome.

The "victory" Lincoln needed, finally came on September 17, 1862, in the form of a stalemate. On that date, a Union army led by General George McClellan ended Confederate General Robert E. Lee's invasion of Maryland at the Battle of Antietam. Lincoln quickly announced his decision to free Southern slaves. With his Emancipation Proclamation, effective January 1, 1863, slaves in the states under Confederate control were declared free. However, slaves in the border states were still in bondage, at least for the time being. The Union's intention to fight for the freedom of slaves was made clear to the world. The Emancipation Proclamation gave the war a new direction: it was now a crusade for freedom.

New opportunities for blacks came as the crusade for freedom began. Blacks had served with the army as laborers since the early months of the war, but many Northerners felt uneasy about using them as soldiers. As the war dragged on, Union opinions changed. In time, recruiters turned to the many free blacks and fugitive slaves to meet the army's manpower needs. By the end of the war, nearly 180,000 blacks in the United States Colored Troops served the Union cause.

War Comes to Petersburg

When the war began in 1861, Petersburg, Virginia, was a growing city, filled with fine houses and cottages and busy shops and factories. The city's 18,000 residents looked with pride upon their prosperous town.

Because of its location on the Appomattox River, Petersburg was a trading center, an outlet to world markets. Farmers from the

surrounding countryside brought their crops, primarily cotton and tobacco, in wagons to the port city. While there, they purchased merchandise from its stores. The town merchants grew wealthy by shipping cotton and tobacco to Europe and other parts of America and by shipping in goods for sale to local customers.

By the 1850s, railroads had become more important to Petersburg's trade than the river. Five railroads met in the city running from farming areas of Virginia and North Carolina to the markets in Richmond and Norfolk. Railroads meant trade and traffic through the area. By 1860, Petersburg had become the third largest city in Virginia and one of the most important cities in the state.

War changed the picture of Petersburg. As the Civil War broke out between North and South, the city found itself in the wrong place. When the South made Richmond its capital, Petersburg became an important supply center for Richmond. In time, Petersburg's railroads and wagon roads caught the attention of Northern generals. With Richmond only 22 miles to the north, Petersburg became a target.

To protect Petersburg from enemy attack, the Confederates surrounded the city with a ten-mile line of earthworks, the "Dimmock Line," named for its engineer, Captain Charles H. Dimmock. It included fifty-five small forts, called batteries. With the use of black labor, these batteries were built by 1863. Yet, the city's defenses were still weak. Many of the city's men joined the Confederate Army, leaving few men to man the forts.

While fighting was going on in other parts of Virginia, Petersburg seemed relatively peaceful for the first three years of the war. However, in the spring of 1864, Union troops arrived. When the Northern troops closed in from the east and south on June 9, the civilian militia, composed of old men and very young boys, rushed out to stop the enemy. They held the enemy back until Confederate reinforcements arrived.

In the opening battle for Petersburg (June 15 - 18, 1864), Confederates found themselves fighting not only white Northern troops, but black soldiers as well. Together, black and white Union soldiers forced the Southern troops closer to Petersburg. However, General Lee rushed more Southern troops to the area and prevented the Union army from capturing the city.

Only eight miles to the northeast, Union General Ulysses S. Grant set up headquarters at City Point, Virginia, overlooking the meeting of the James and Appomattox Rivers. Not having been able to take Petersburg by direct assault, Grant decided to have his soldiers dig in and attempt to surround the city and cut off the food and supplies going to Lee's Confederate army. Grant ordered his army to build a large supply base at City Point. With warehouses full of food and supplies, Grant was prepared to work toward the fall of Petersburg.

One group of soldiers was not willing to wait in the trenches throughout the summer. Members of a Pennsylvania regiment soon began to tunnel under the Confederate entrenchments. They planned to explode a mine beneath a Southern battery, creating a gap in the Southerners' defenses. Then they could rush through the gap and capture Petersburg and perhaps shorten the war. The plan was approved by General Ambrose Burnside. Burnside decided to use his black troops for the attack. However, General Grant and General George Meade feared that the new black soldiers, although trained for the attack, would face disaster on the battlefield. The night before the battle, they ordered Burnside to use his white veterans for the attack. Unfortunately, he did not have enough time to prepare these soldiers for the attack.

Before dawn on July 30, 1864, the Union army exploded four tons of gunpowder in the tunnel under the Confederate battery. When the dust settled, the Union attackers found a gaping hole where the Confederate battery had been. The white veteran soldiers, however, did not charge through the gap as planned. Instead, many of the men rushed into the pit trying to get out of the line of fire. The attack came to a halt. When the black troops moved up to join the battle, the Confederates attacked, trapping many soldiers--black and white--in the pit. Confederate General William Mahone and his troops were given credit for recapturing the Crater.

The Battle of the Crater was a Northern disaster. Over 4,000 Union soldiers were killed, wounded, or captured that day. However, the setback at the Crater did not last long. The Union army slowly dug in around Petersburg and captured important Confederate supply lines.

In the early months of 1865, Lee's position was not good. He did not have enough men to keep his defenses both extended and strong. The Confederate position was like a rubber band stretched to its fullest and ready to break.

General Lee decided to attempt to change the situation with a bold move that would cause Grant to shorten his lines. He would strike in the center of the Union line at Fort Stedman and try to destroy the military railroad that supplied the Union army. This would allow his troops the opportunity to march south and join forces with another army commanded by General Joseph E. Johnston.

At dawn on March 25, Lee launched the attack with General John B. Gordon leading the charge against Union Fort Stedman. The Union soldiers were taken by surprise and were driven from the fort, but they quickly struck back with artillery fire and counterattacks. Lee's last chance of ending the siege failed and cost his army 4,000 men.

After the Battle of Fort Stedman, Grant made his goal the South Side Railroad, running west of Petersburg. On April 1, Union and Confederate troops confronted each other at Five Forks, an intersection southwest of Petersburg that controlled access to the

railroad. The Confederates quickly set up barricades, but they were too few and too late. On April 2, 1865, the Confederate line broke. As night fell, Lee led his Southern troops away from the city.

Early the next morning Union troops took over Petersburg and Richmond. For black soldiers entering Richmond and for millions of blacks across the South, the struggle for freedom was nearly over. On April 9, 1865, Lee surrendered his army to Grant at Appomattox Court House. Soon peace would return to a nation with people changed forever by war.

Singing Soldiers

Pre-Visit Activity	Elementary Level

Objective
The learner will sing songs that were sung by Union and Confederate soldiers during the Civil War.

Standards of Learning Objectives
Music 4.1, 4.5, 5.7
Social Studies 5.3

Materials
Reference Library Materials (*The Civil War Songbook*, Introduction by Richard Crawford, Dover Publications, Inc., 1977. This book contains complete original sheet music for 37 songs.)

Key Vocabulary
Spirituals, Lyrics, Folk Songs

Procedure
During a study of the Civil War, the teacher will:
1. Introduce the background information below.
2. Give the students time to discuss the meaning and emotions of Civil War songs.
3. Have the students sing Civil War songs after they have learned the tunes.

Background
Spending very little time in battle, the average soldier had a lot of time on his hands. One of his favorite pastimes was singing, and he had a lot of songs to choose from. Song writers from both North and South began to pour out popular and patriotic tunes to help the war effort. The Civil War gave rise to more new songs (about 2,000) than any other event in history.

Though the nation was bitterly divided, there was a spiritual oneness in song. Soldiers of both sides were in the same predicament and could sympathize with the other. There was not a lot of difference between the tunes and music of North and South, most being a mixture of Negro spirituals, gospel tunes, minstrel songs, and folk songs. In fact, the two sides borrowed each other's music, changing lyrics to express an opposing point of view.

During the war, music and song was more than a pastime. Songs gave soldiers a way to express their emotions and moods. They sang in camp, on long marches, and in battle. There were songs for entertainment, songs to lift morale and lend courage, and tender ballads to express feelings for a loved one.

Siege Bingo

Pre-Visit Activity	Elementary Level

Objective
The learner will identify events, places, and the roles played by key individuals as they relate to the Siege of Petersburg.

Standards of Learning Objectives
Social Studies 4.6, 4.7, 4.10, 5.3

Materials
Bingo Questions, Bingo Cards, Bingo Markers, Pencils, Scissors

Key Vocabulary
Petersburg, Tobacco, Virginia, United States Colored Troops, Federals, Batteries, Robert E. Lee, Siege, Trading Center, The Civil War, Confederates, Ulysses S. Grant, Battle of the Crater, Railroad, Richmond, Confederates, City Point, Appomattox, Gunpowder

Procedure
Following a unit on the Civil War, the students will play bingo to review significant people, places, and events as they relate to the Siege of Petersburg.

The teacher will:
1. Reproduce and distribute bingo cards and markers.
2. Instruct the students to cut out markers and randomly write in the bingo squares the terms written on the bottom of the Bingo Card Sheet.
3. Call out questions in random order from the Siege Bingo Question Sheet.
4. Instruct the students to cover correct responses with markers.

The first student to bingo will be the winner. The game may be repeated as many times as desired to reinforce the material and to give other students opportunities to win.

If a field trip to the Battlefield is being planned, the teacher will reproduce and complete Siege Bingo Certificates for winners. The teacher will bring the completed certificates along on the field trip. The ranger will sign and present the certificates during *The Common Soldier* Program.

The Siege of Petersburg

AWARD

As Siege Bingo Winner,

_____

has demonstrated an

understanding of the Siege of Petersburg

_____
Teacher

_____
Park Ranger

_____
Date

Siege Bingo
Questions

Petersburg
According to General Grant, what city was the key to taking Richmond?

Appomattox
Petersburg is located on what river?

April 1861
In what month and year did the Civil War begin?

Tobacco
What was one of the main crops brought to Petersburg to be shipped to Europe and other parts of America?

Trading Center
What words describe a city that sells a lot of merchandise from its stores and ships many goods to other parts of the world?

Railroad
By the 1850s, what was one prinicpal means of transporting goods by land to Petersburg?

Virginia
By 1860, Petersburg west was one of the largest and most important cities in what state?

Charles H. Dimmock
Who was the Confederate who engineered a ten-mile defensive line protecting Petersburg?

Richmond
What city was the capital of the Confederacy?

April 1865
What month and year did the Confederates evacuate Petersburg?

Federals
Northern soldiers were called what?

Confederates
Southern soldiers were called what?

Batteries
What were the small forts called that contained four to six cannon?

Gunpowder
What did the Union Army use that made a gaping hole where a Confederate battery had been?

55
How many Confederate batteries were positioned along the Dimmock Line by 1863?

June 1864
What month and year did the Union soldiers first try to take Petersburg?

Robert E. Lee
Who was the Confederate general who commanded the Army of Northern Virginia?

Ulysses S. Grant
Who was the general who commanded all Federal forces throughout the last year of the Civil War?

City Point
Where did General Grant have his headquarters during the Siege of Petersburg?

Siege
What word refers to a military blockade of a town to force its surrender by cutting off its communication and supply lines?

Battle of the Crater
In what battle did the Confederates attack and trap soldiers in a pit?

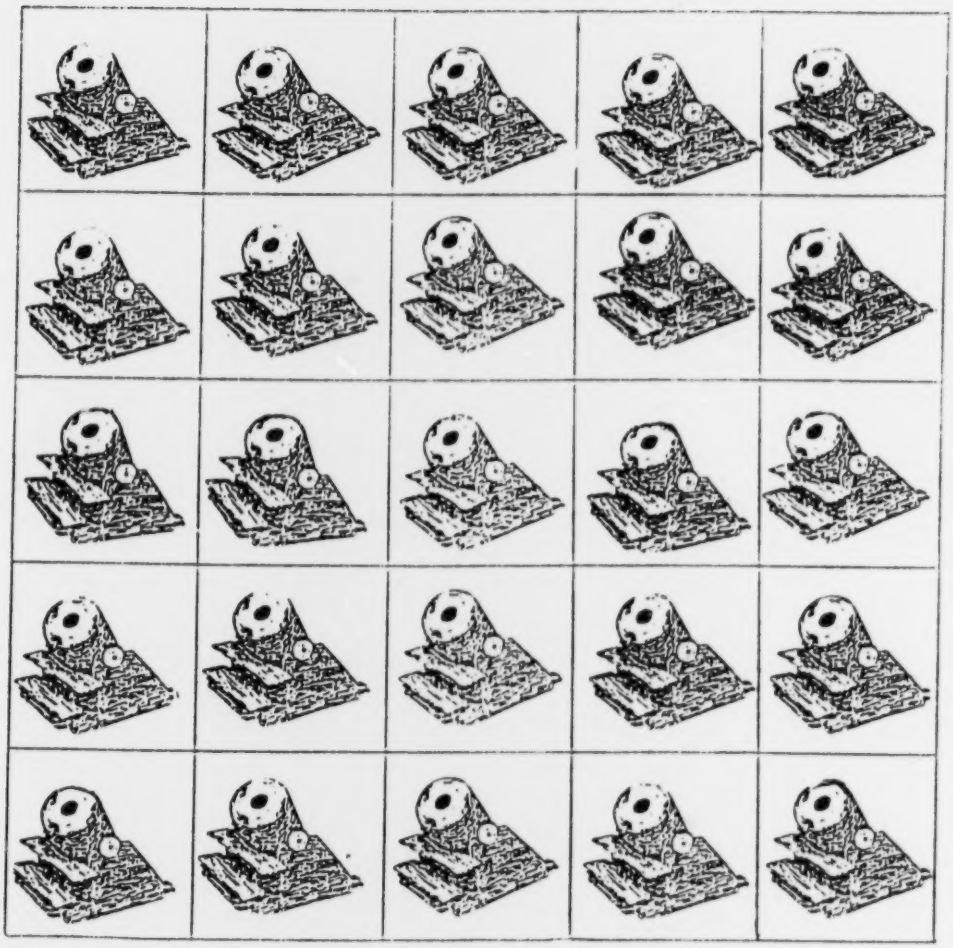
United States Colored Troops
Who were trained to be the first to attack the Confederates after the explosion in what became known as the Battle of the Crater?

4,000
Approximately how many Union soldiers were either killed, wounded, or captured at the Battle of the Crater?

The Civil War
What war lasted four years and resulted in the loss of over 600,000 Americans?

Siege Bingo

Markers



Instructions

Cut around each marker by cutting along the straight lines.

Siege Bingo

Instructions

Below is a list of terms. Write one term in each of the squares above. You may arrange them in any order. Use each term only once.

Charles H. Dimmock
Petersburg
Tobacco
4,000
Virginia
April 1861
The Civil War
Federals
Railroad
Batteries
Siege
55
April 1865
Battle of the Crater
Robert E. Lee
Confederates
Appomattox
U. S. Colored Troops
Trading Center
Richmond
City Point
Ulysses S. Grant
June 1864
Gunpowder

A Keepsake of
Petersburg National Battlefield

Pre-Visit, Field Trip, Post-Visit Activities Elementary Level

Objectives
During a study of the Civil War and the Siege of Petersburg, the learner will make a booklet (keepsake) of Petersburg National Battlefield consisting of pre-visit, field trip, and post-visit activities. Virginia Standard of Learning Objectives will vary depending upon which activities are selected for the booklet.

Materials
Reproduced Activity Sheets, Construction Paper, Ribbons or Strings, Crayons or Markers, Pencils

Key Vocabulary
Vocabulary will vary with the activities being used.

Procedure
The teacher will:
1. Select, reproduce, and distribute all or some of the following activities for the students' keepsakes: A Nation Divided, Civil War Word Scramble, Civil War Word Search, Military Operations, Finding My Way, Petersburg: The Key to Richmond, Museum Scavenger Hunt, What Do I See?, What's Wrong with the Union Camp?, Letters Home, and I Remember.
2. Instruct the students as to the order these activities are to be placed their keepsakes.

The students will:
1. Decorate construction paper, or color a reproduced cover sheet, to use as covers for their keepsakes.
2. Use ribbons or strings to bind their booklets together through punched holes.
3. Complete all pre-visit activities in the classroom before field trip.
4. Complete field trip activities at Petersburg National Battlefield.
5. Complete post-visit activities in the classroom following the field trip.

A KEEPSAKE

of

Petersburg National Battlefield

A Nation Divided

Pre-Visit Activity	Elementary Level

Objectives
The learner will divide the states into three categories (Union States, Confederate States, and Border States) by showing each state's political identity during the Civil War. The learner will identify Virginia by shape and location.

Standards of Learning Objectives
Social Studies 4.1, 4.3, 5.1

Materials
A Nation Divided Activity Sheet, Crayons

Key Vocabulary
United States of America, Confederate States of America, Border States, Seceded, Virginia

Procedure
During a study of the Civil War, the teacher will:
1. Assist the students in recognizing Virginia by its shape (before West Virginia broke away and formed its own state) and location.
2. Review the political identity of each state during the war.
3. Reproduce and distribute A Nation Divided Activity Sheet.
4. Instruct the students to locate and color Union states blue, Confederate states gray, and border states green.
5. Instruct the students to outline Virginia in red.

Key
Blue
There were twenty (20) states that remained in the Union: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, Delaware, New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Iowa, Kansas, Minnesota, Wisconsin, Michigan, Oregon, and California.
Gray
States joining the Confederacy were eleven (11): Virginia, North Carolina, Tennessee, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Florida, and Texas.
Green
The three (3) border states were: Missouri, Kentucky, and Maryland
Red
Virginia should be outlined in red.

Note: Delaware may be considered either a Union state or a border state. Although Delaware had only Union regiments, it was a slave state.

A Nation Divided

Today there are fifty states in the United States of America. When the Civil War began there were only thirty-four states. When the nation divided over political issues, twenty states remained in the Union and eleven states seceded. Those eleven states joined the Confederate States of America. Three states were called border states. The border states were slave states located between the North and the South that stayed in the Union.

Instructions

Color the Union states **blue**.
Color the Confederate states **gray**.
Color the border states **green**.
Outline in **red** the State of Virginia.

28

Civil War Word Search

Pre-Visit Activity	Elementary Level

Objective
The learner will find words related to the Civil War and the Siege of Petersburg as a review of significant people, places, and events of the Civil War period.

Standards of Learning Objectives
Language Arts 5.11
Social Studies 5.3

Materials
Civil War Word Search Activity Sheets, Pencils

Key Vocabulary
Petersburg, Lincoln, Slavery, South, Yankees, Soldiers, Battlefield, Contraband, Recruiters, Tunnel, Civil War, Lee, Union, North, Rebels, Crater, Grant, Confederates, Richmond, Railroads, Abolitionist, Emancipation Proclamation, Earthworks, Virginia, States' Rights, Border States, Headquarters, United States Colored Troops, McClellan, Davis, Mahone, Burnside

Procedure
During a study of the Civil War and the Siege of Petersburg, the teacher will:

1. Reproduce and distribute Civil War Word Search Activity Sheets.
2. Instruct the students to search for and circle words on their activity sheets. (The words may be vertical, horizontal, diagonal, reversed vertical, reversed horizontal, or reversed diagonal.)
3. Declare the first student to find all the words, or the student who finds the most words in a timed period, the winner.
4. Instruct the students to define selected key vocabulary words.

Civil War Word Search

Can you find these words?

Petersburg
Lincoln
Slavery
South
Yankees
Soldiers
Battlefield
Contraband
Recruiters
Tunnel
Civil War
Lee
Union
North
Rebels
Crater
Grant
Confederates
Richmond
Railroads
Abolitionist
Emancipation Proclamation
Earthworks
Virginia
States' Rights
Border States
Headquarters
U. S. Colored Troops
McClellan
Davis
Mahone
Burnside

30

Civil War Word Search

S B N R A W L I V I C R O V P I J P A W R A I L R O A D S

T O D L M A T F P A Q V I R G I N I A N Q D B Y O S D O U

A R N O Y U B U E V G C N O R T H E P A W B Z R M A Z A S

T D A R E B E L S L T N B T O H H Q I U B W D Y R C H L C

E E B I E P N J R M O H X L R N C N V X Q F X R I T E B O

S R A X I S R P E T E R S B U R G D S V D U Y C U Z E K L

R S R G N E Q W I A X J A L K S A B O L I T I O N I S T O

I T T C R E S T D Y M M L M L C G B B C D R S S Y H Y Z R

G A N G U K B Q L O S B G L H L F M A N P O W E R J T G E

H T O N U N U Z O Q E P U J A Z E W T U N N E L F E Z F D

T E C V R A P O S P T L O Y A L U I T S D W U T U N N E T

S S M A R Y S F Y K A B D F T V K D L X E J Q I D T F E R

W Z X T U P T I Y Q R U X K I K G A E M C C L E L L A N O

S R E T I U R C E R E R A J J D V J F V X D P V E F I G O

Z R O A C R A T E R D N S A W E U N I O N T K C R A T E P

S H Q G R C C C Z W E S B C R U J H E I I V I E H P H Y S

I E N U B T W X W A F I D Y L K V U L I K T N R Y R G M T

V D F B M A H O N E N D H V B X H B D F I R K I Y S G O X

A B I J R X D W F L O E F K E G T O S Z S N Q C Z T A B F

D L Y S C T X H O S C L B W J F E G E L S H V M N Q Y O S

K F C E N R K C U R I C H M O N D N N I O R N A M W H X H

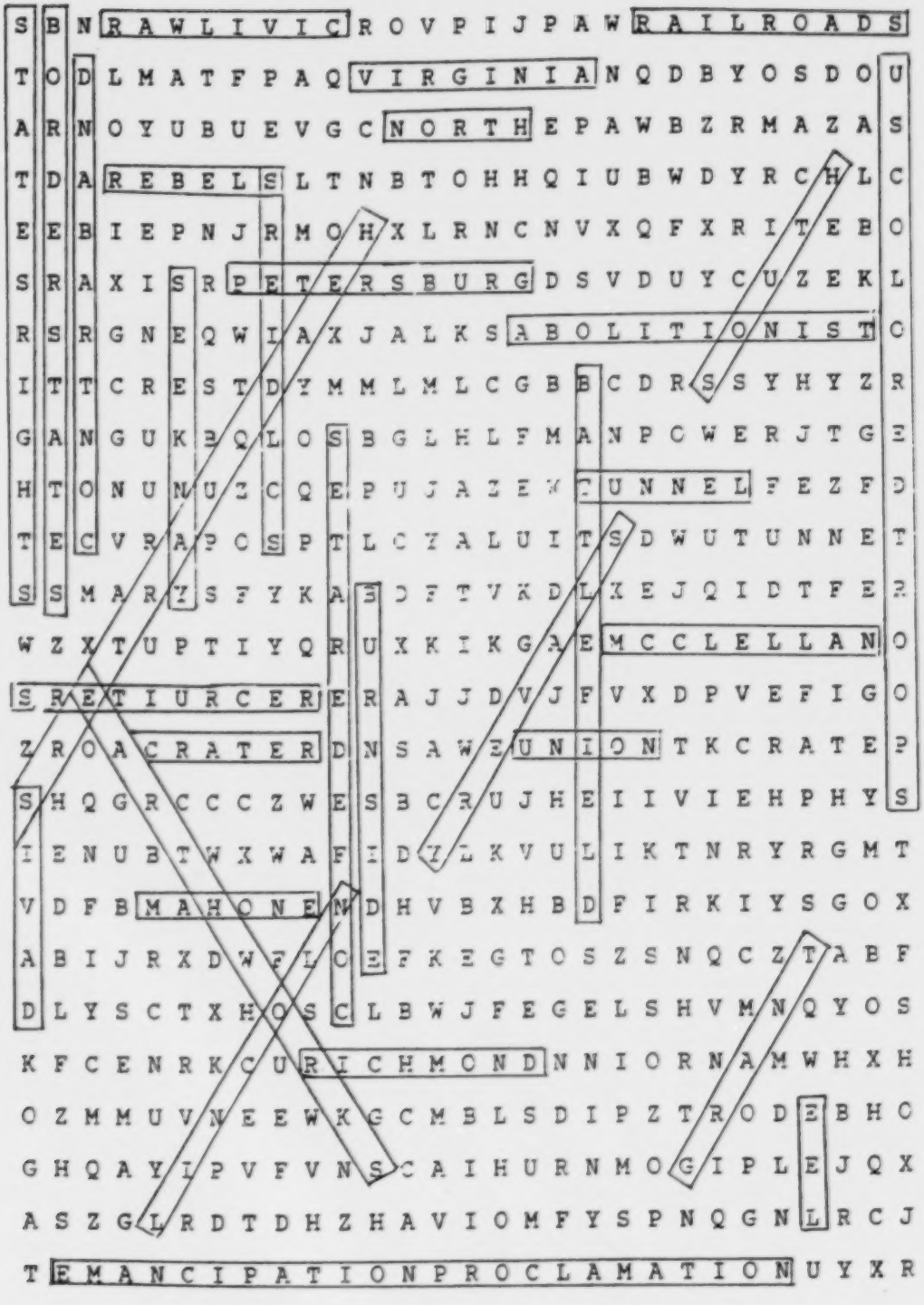
O Z M M U V N E E W K G C M B L S D I P Z T R O D E B H O

G H Q A Y I P V F V N S C A I H U R N M O G I P L E J Q X

A S Z G L R D T D H Z H A V I O M F Y S P N Q G N L R C J

T E M A N C I P A T I O N P R O C L A M A T I O N U Y X R

Civil War Word Search


S B N RAWLIVIC R O V P I J P A W RAILROADS
T O D L M A T F P A Q VIRGINIA N Q D B Y O S D O U
A R N O Y U B U E V G C NORTH E P A W B Z R M A Z A S
T D A REBELS L T N B T O H H Q I U B W D Y R C H L C
E E B I E P N J R M O H X L R N C N V X Q F X R I T E B O
S R A X I S R PETERSBURG D S V D U Y C U Z E K L
R S R G N E Q W I A X J A L K S ABOLITIONIST C
I T T C R E S T D Y M M L M L C G B B C D R S S Y H Y Z R
G A N G U K B Q L O S B G L H L F M A N P C W E R J T G E
H T O N U N U Z C Q E P U J A Z E W TUNNEL F E Z F D
T E C V R A P C S P T L C Y A L U I T S D W U T U N N E T
S S M A R Y S F Y K A E D F T V K D L X E J Q I D T F E R
W Z X T U P T I Y Q R U X K I K G A E MCCLELLAN O
SRETIURCER E R A J J D V J F V X D P V E F I G O
Z R O A CRATER D N S A W E UNION T K C R A T E P
S H Q G R C C C Z W E S B C R U J H E I I V I E H P H Y S
I E N U B T W X W A F I D Y L K V U L I K T N R Y R G M T
V D F B MAHONE N D H V B X H B D F I R K I Y S G O X
A B I J R X D W F L C E F K E G T O S Z S N Q C Z T A B F
D L Y S C T X H O S C L B W J F E G E L S H V M N Q Y O S
K F C E N R K C U RICHMOND N N I O R N A M W H X H
O Z M M U V N E E W K G C M B L S D I P Z T R O D E B H C
G H Q A Y L P V F V N S C A I H U R N M O G I P L E J Q X
A S Z G L R D T D H Z H A V I O M F Y S P N Q G N L R C J
T EMANCIPATIONPROCLAMATION U Y X R

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Civil War Word Scramble

Pre-Visit Activity	Elementary Level

Objective
The learner will become familiar with Civil War terms by unscrambling words related to the Civil War.

Standards of Learning Objectives
Language Arts 5.11

Materials
Civil War Word Scramble Worksheet, Pencil

Key Vocabulary
Petersburg, Richmond, Lincoln, Grant, Lee, Slavery, Confederates, Union, Weapons, Battles, Railroads, Rivers, Batteries, Forts, Siege, Soldiers, Crater, Gunpowder, Prisoners, Wounded, Supplies, Ammunition, Cannon, Army, Tent

Procedure
During a study of the Civil War the teacher will:
1. Reproduce and distribute Civil War Word Scramble Worksheets.
2. Instruct the students to unscramble words related to the Civil War to review significant people, places, equipment, and events. (All letters must be used and no letters may be added.)
3. Declare the first student to unscramble all the words, or the most words in a timed period, the winner.

Key
1. Petersburg
2. Richmond
3. Lincoln
4. Grant
5. Lee
6. Slavery
7. Confederates
8. Union
9. Weapons
10. Battles
11. Railroads
12. Rivers
13. Batteries
14. Forts
15. Siege
16. Soldiers
17. Crater
18. Gunpowder
19. Prisoners
20. Wounded
21. Supplies
22. Ammunition
23. Cannon
24. Army
25. Tent

Civil War Word Scramble

1. BREESPTRUG _____
2. CMNRHDIO _____
3. ILNOLCN _____
4. RGNAT _____
5. ELE _____
6. AESYLVR _____
7. EOECDANEFRTS _____
8. NNUOI _____
9. ENWPAOS _____
10. ABETLTS _____
11. RRAOIALDS _____
12. RVRIES _____
13. BATERTSIE _____
14. TFROS _____
15. IGSEE _____
16. OSILRDES _____
17. TRAECR _____
18. UOGENWPDR _____
19. SRSNEOPIR _____
20. ONEWUDD _____
21. UPLESPIS _____
22. MAIMNUTNOI _____
23. NETT _____
24. NANNOC _____
25. RYAM _____

Military Operations

Pre-Visit Activity	Elementary Level

Objective
The learner will place the Civil War military operations that took place in and around Petersburg in chronological order.

Standards of Learning Objectives
Language Arts 5.14
Social Studies 5.3

Materials
Military Operations Activity Sheet, Pencils

Key Vocabulary
Battle of Boydton Plank Road, Battle of Weldon Railroad, The Breakthrough, Battle of Hatcher's Run, Old Men and Young Boys' Defense of Petersburg, Battle of Peeble's Farm, Battle of the Crater, Battle of Fort Stedman, Battle of Reams Station, Battle for Petersburg, Beef Steak Raid, Battle of Five Forks, Battle of Jerusalem Plank Road

Procedure
During a study of the Civil War and the Siege of Petersburg the teacher will:
1. Reproduce and distribute Petersburg's Military Operations Activity Sheets.
2. Instruct the students to number the battles on their activity sheets according to the dates of the operations.
3. Discuss with the students the various military operations in the order in which they occurred.

Key
Key military operations around the Petersburg area occurred in the following order: Old Men and Young Boys' Defense of Petersburg, The Battle for Petersburg, The Battle of Jerusalem Plank Road, The Battle of the Crater, The Battle of Weldon Railroad, The Battle of Reams Station, The Beefsteak Raid, The Battle of Peebles' Farm, The Battle of Boydton Plank Road, The Battle of Hatcher's Run, The Battle of Fort Stedman, The Battle of Five Forks, The Breakthrough.

Activity Sheet answers are:
9, 5, 13, 10, 1, 8, 4, 11, 6, 2, 7, 12, 3

Military Operations

_____ October 27, 1864 The Battle of Boydton Plank Road
Union forces failed in their drive to reach the South Side Railroad.

_____ August 18-21, 1864 The Battle of Weldon Railroad
Union troops reached and seized the Weldon Railroad. Siege lines were extended across the tracks.

_____ April 2, 1865 The Breakthrough
Overall Union assault on the Confederate lines succeeded in causing the evacuation of Petersburg the following day.

_____ February 5-7, 1865 The Battle of Hatcher's Run
Union succeeded in extending their lines to Hatcher's Run, the maximum extent of the siege lines.

_____ June 9, 1864 Old Men and Young Boys' Defense of Petersburg
Union cavalry fighting against the "old men and young boys" defending Petersburg could not reach the city.

_____ September 30 - October 2, 1864 The Battle of Peeble's Farm
Union troops drove west and extended their lines another three miles to the vicinity of Fort Fisher/Fort Welch.

_____ July 30, 1864 The Battle of the Crater
After exploding four tons of black powder beneath the Confederate line, Union forces failed to take Petersburg.

_____ March 25, 1865 The Battle of Fort Stedman
Confederates attacked the Union siege line and did not succeed in breaking through.

_____ August 25, 1864 The Battle of Reams Station
Confederate counterattack to regain control of the Weldon Railroad defeated Union forces but failed to break the Union hold on the tracks to the north.

_____ June 15-18, 1864 The Battle for Petersburg
Union forces failed to take the city despite capturing over a mile of Confederate trenches in four days of fighting.

_____ September 14-18, 1864 The Beefsteak Raid
Confederate cattle raid behind Union lines succeeded in gaining supplies for the army.

_____ April 1, 1865 The Battle of Five Forks
Union forces defeated Pickett's troops 18 miles west of Petersburg on their way to the South Side Railroad and thus completed the encirclement of Petersburg.

_____ June 21-23, 1864 The Battle of Jerusalem Plank Road
Union forces extended their lines across the Jerusalem Plank Road but did not to reach the Weldon Railroad.

Finding My Way

Pre-Visit Activity	Elementary Level

Objective
The learner will identify routes to and from specified places in and around the Petersburg Siege area.

Standards of Learning Objectives
Social Studies 4.1, 5.1

Materials
Finding My Way Activity Sheets, City and/or State Highway Maps, Crayons, Pencils

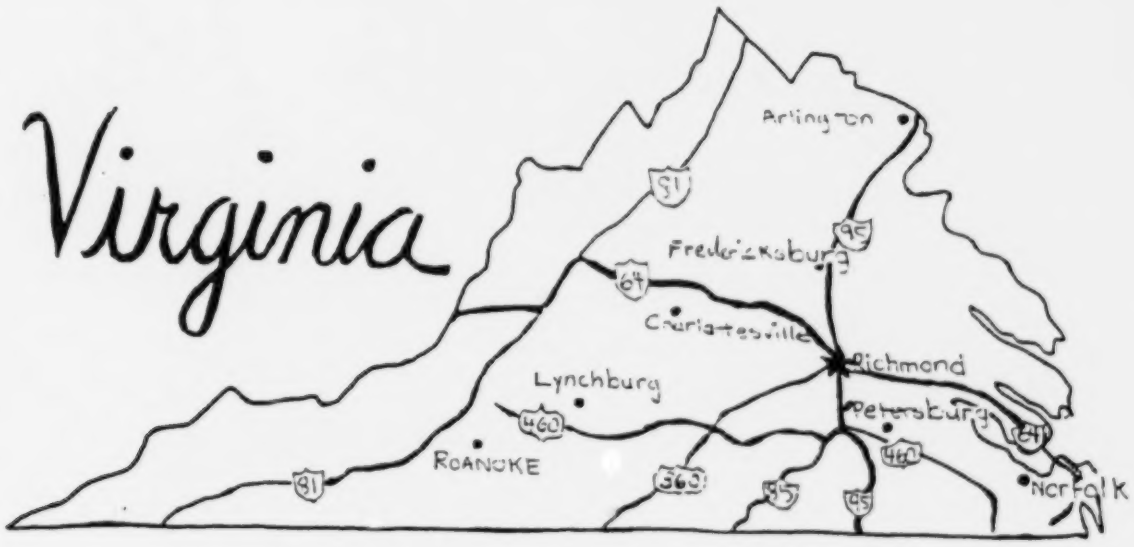
Key Vocabulary
Petersburg, Petersburg National Battlefield, City Point, Poplar Grove Cemetery

Procedure
During a study of the Civil War and Siege of Petersburg, the teacher will:
1. Reproduce and distribute activity sheets.
2. Go over the instructions given on the activity sheets.
3. Help the students establish their starting point.
4. Help the students determine convenient routes to and around Petersburg National Battlefield.

Finding My Way

Instructions

Petersburg National Battlefield is located in Petersburg, Virginia. The map below shows Virginia's major cities and highways. Using a more detailed city, state, or United States road map, describe the route you would travel from your school (or city) to the Battlefield.



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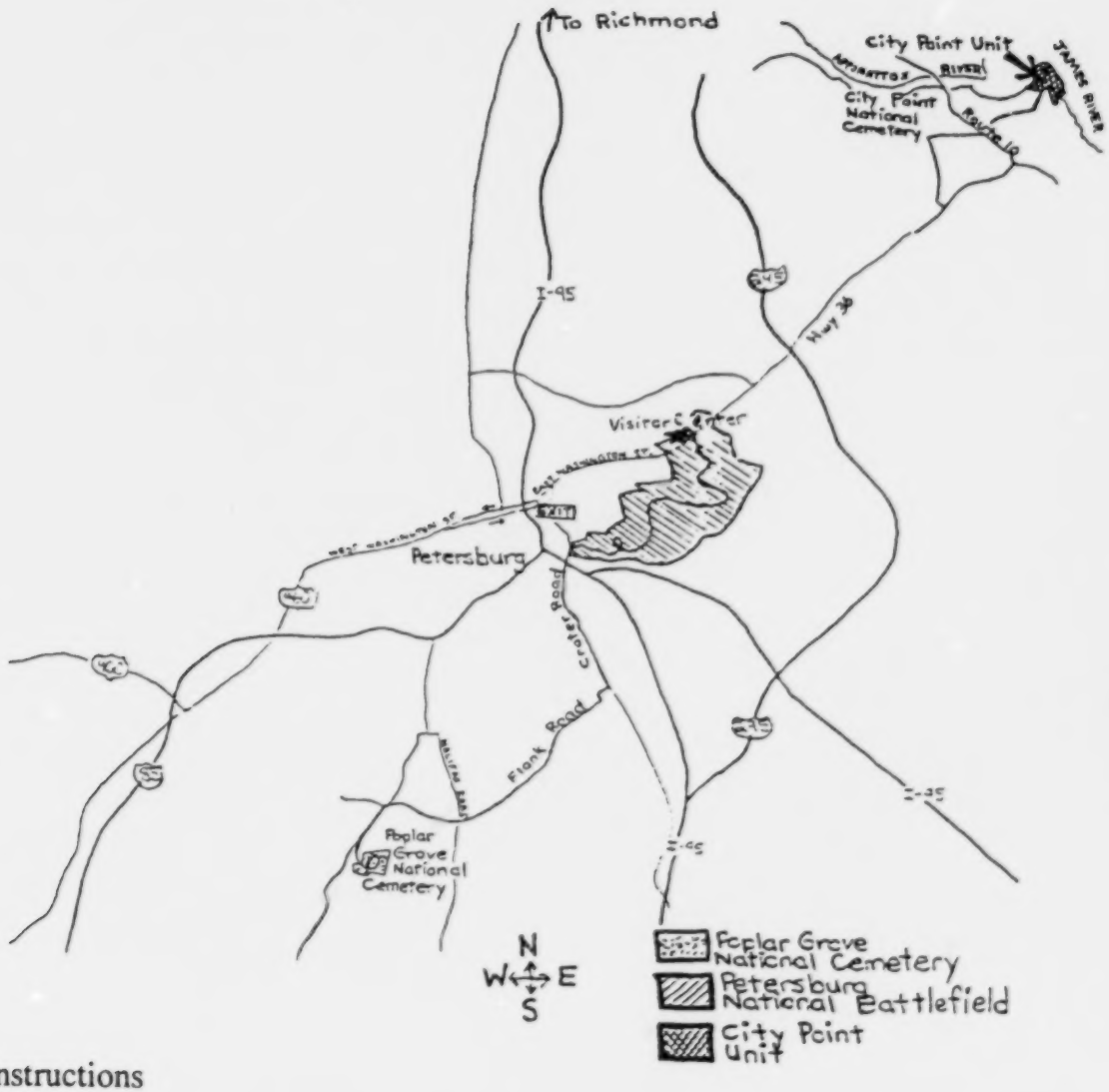
Finding My Way



Instructions

Using a **red** crayon, trace your route from Interstate 95 (at the exit sign) to the Visitor Center at Petersburg National Battlefield.

Using a **blue** crayon, trace your route from the Visitor Center to the City Point Unit.

Using a **green** crayon, trace your route from the Visitor Center, going through the Battlefield, to Poplar Grove National Cemetery.

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Petersburg: The Key to Richmond

Pre-Visit Activity	Elementary Level

Objective
The learner will correctly use the cardinal directions to color code Petersburg's railway system in 1860.

Standards of Learning Objectives
Social Studies 4.1, 5.1

Materials
Petersburg: The Key to Richmond Activity Sheet, Crayons

Key Vocabulary
South Side Railroad, Petersburg and Weldon Railroad, Norfolk and Petersburg Railroad, City Point Railroad, Richmond and Petersburg Railroad

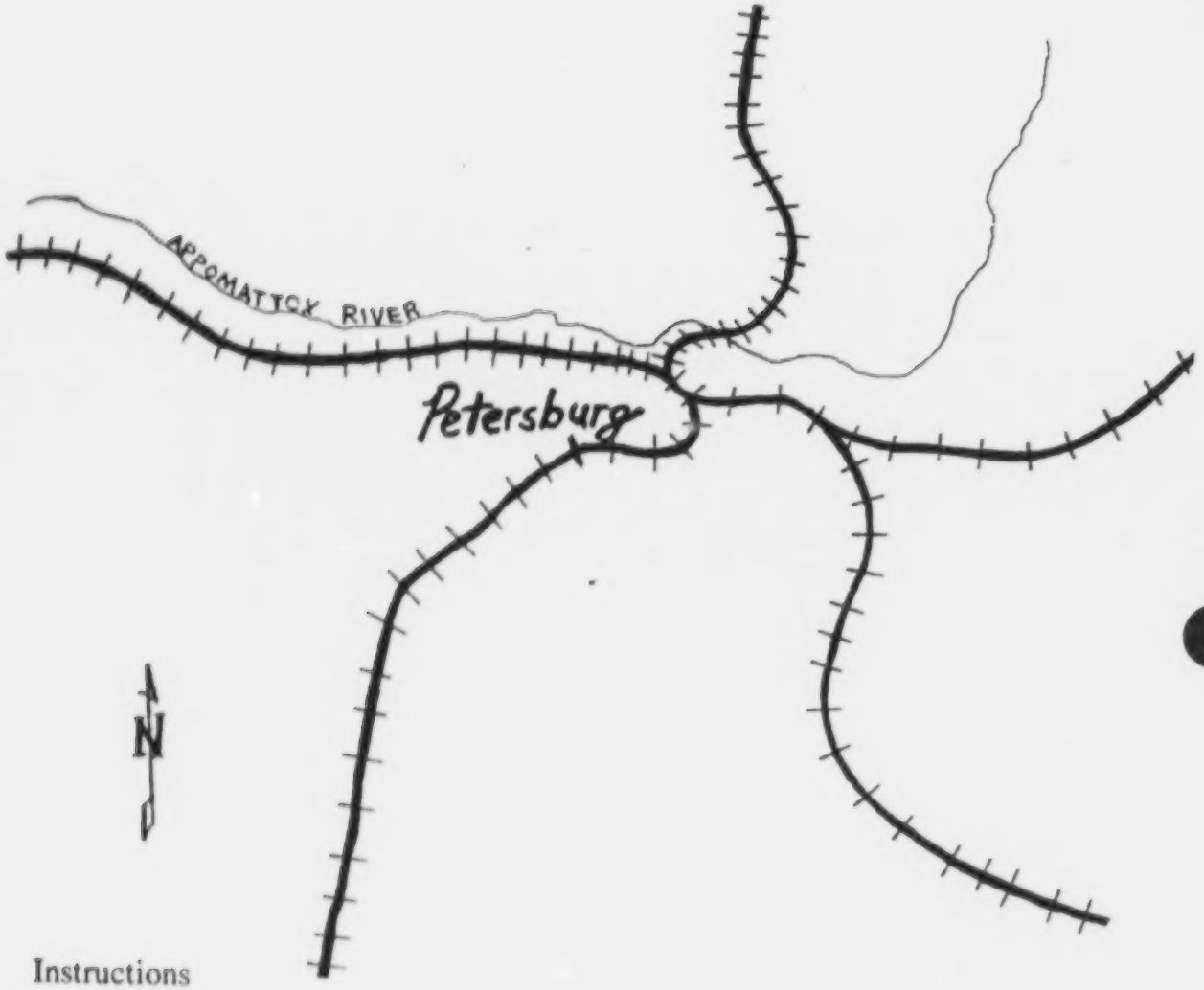
Procedure
During a study of the Civil War, the teacher will:
1. Discuss with the students the military significance of the railroads coming into and leaving Petersburg.
2. Give the students an opportunity to suggest various kinds of cargo that would have been moved along these railroads.
3. Reproduce and distribute Petersburg: The Key to Richmond Activity Sheets.
4. Review cardinal directions with the students.
5. Instruct the students to complete their activity sheets according to the directions.

Background
Petersburg, located on the south bank of the Appomattox River, was a strategic point during the Civil War. It was linked by water and rail lines to the James River, Chesapeake Bay, and the Atlantic Ocean. Goods from all around the world came into Petersburg.

Five railroads converged on Petersburg. To the east, southeast, and south, the City Point, Norfolk & Petersburg, and Petersburg & Weldon rail lines tied Petersburg to the river and sea ports. From the west, the South Side Railroad fed in supplies from inland areas. All four rails then funneled northward to Richmond on a single line--the Petersburg & Richmond Railroad. Over these rails, supplies, equipment, and food were transported.

General Ulysses S. Grant realized the importance of these rails to the Confederate Capital. That is why he referred to Petersburg as the "Key to Richmond".

Petersburg: The Key to Richmond



Instructions

1. Using a red crayon, trace the railroad that lies west of Petersburg. Label it South Side RR.
2. Using a blue crayon, trace the railroad that lies south of Petersburg. Label it Petersburg & Weldon RR.
3. Using a green crayon, trace the railroad that lies southeast of Petersburg. Label it Norfolk & Petersburg RR.
4. Using a yellow crayon, trace the railroad that lies east of Petersburg. Label it City Point RR.
5. Using a purple crayon, trace the railroad that lies north of Petersburg. Label it Richmond & Petersburg RR.

The Common Soldier

Field Trip Activity	Elementary Level

Objectives
Through active participation the learner will:
1. Review the reasons why Petersburg, Virginia, was the key to the Confederate Capital.
2. Describe the life and hardships of the common Civil War soldier.
3. Describe the care of the wounded soldier.

Standards of Learning Objectives
Health 4.5, 5.7
Social Studies 4.10, 5.3

Materials
Hands-on items will be provided by Petersburg National Battlefield.

Procedure
Before the field trip the teacher will:
1. Make reservations for *The Common Soldier* Program using the procedure described in this resource guide.
2. Prepare students for field trip by using background information and pre-visit activities in this resource guide.

Note: In good weather, students should gather outside the Visitor Center where they will be met by a ranger for an outdoor presentation. In case of inclement weather, the teacher should, if possible, call the park the morning of the field trip to make alternate arrangements. If scheduling permits, the ranger will meet the students at the Operations Building for an indoor presentation.

Outline of Program
I. Introduction
   A. Welcome
   B. The National Park Service
   C. The Park Ranger
   D. Regulations and Safety Reminders

II. Feedback from Pre-visit Activities
   A. Students who participated in the Singing Soldiers Pre-Visit Activity are given the opportunity to perform.
   B. Students who have their Keepsakes of Petersburg National Battlefield with them are given the opportunity to show their keepsakes to the ranger.

C. Winners of the Siege Bingo Pre-Visit Activity will be awarded certificates. (Teacher should bring to the Battlefield completed, reproduced certificates for the ranger's signature and presentation.)

III. Review Using Inquiry Method
A. Petersburg: The Key to Richmond
D. Significance of the Siege of Petersburg

IV. The Civil War Soldier
Note: Hands-on items will be used to tell the soldier's story.
A. Who He Was
B. Why He Fought
C. How He Lived
D. His Weapons
E. How He Died

V. Treasure Hunt OR Name That Object
Note: The students will be given the opportunity to identify Civil War artifacts and reproductions.

Treasure Hunt: One by one, the blindfolded students will reach into an ammunition chest and pull out one item each. Through the sense of touch, each student will attempt to identify his object and explain its use in the Civil War.

Name That Object: Each student will be given a tag with a name of an object written on it. Classmates will work together as they attempt to correctly identify all objects with their tags. The game ends when the class has correctly labeled all objects.

Length of Program
One Hour

Museum Scavenger Hunt

Field Trip Activity	Elementary Level

Objective
The learner will identify objects as they relate to the Civil War.

Standards of Learning Objective
Social Studies 5.3

Materials
Museum Scavenger Hunt Activity Sheet, Pencils

Key Vocabulary
Hardtack, Surgeon's Kit, Pendulum Hausse, Telegraph Register, Gabion, Dominos

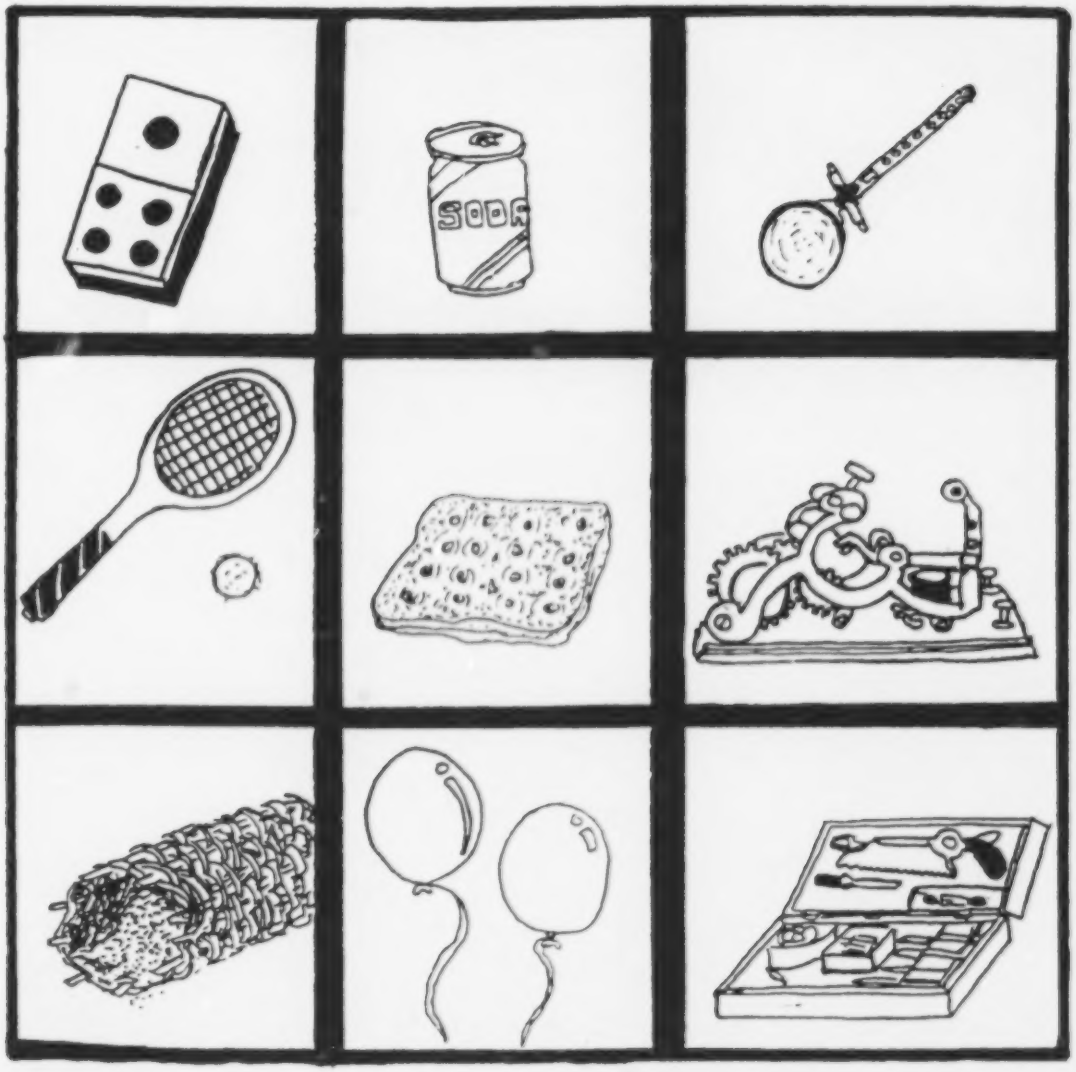
Procedure
The teacher will:
1. Instruct the students to spend ten minutes exploring the museum.
2. Reassemble the students outdoors.
3. Instruct students to draw an **X** over the three objects that are on their activity sheets but are not found in the museum.
4. Instruct the students to work together to label each of the six objects that are found in the museum.
5. Discuss the use of each historical object during the Civil War.

Key
Going left to right, the six historical objects:
1. Dominos: Soldiers often passed time by playing games.
2. Pendulum Hausse: This artillery implement was used on light field guns (cannon) for precise aiming.
3. Hardtack: This was a hard cracker made of flour, water, and salt.
4. Telegraph Register (Receiver): This instrument recorded the dots and dashes of the Morse Code on paper.
5. Gabion: Used to stabilize fortifications, this cylindrical basket was open at both ends and filled with dirt.
6. Surgeon's Kit: Complete with a saw, the surgeon's kit offered the wounded soldier a chance to survive.

Museum Scavenger Hunt

Instruction

Six of the objects pictured below are exhibited in the Petersburg National Battlefield Museum. Draw an **X** over each of the three objects that is not found in the museum. Write the name of each Civil War object in its square.



What Do I See?

Field Trip Activity	Elementary Level

Objective
The learner will identify places and things he sees while visiting Petersburg National Battlefield.

Standards of Learning Objectives
Social Studies 5.3

Materials
What Do I See Activity Sheet, Pencils

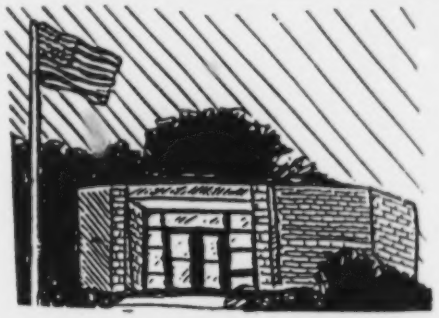
Key Vocabulary
"The Dictator," Earthworks, The Crater, Taylor Farm

Procedure
Prior to a field trip to Petersburg National Battlefield, the teacher will reproduce and distribute the What Do I See Activity Sheet.

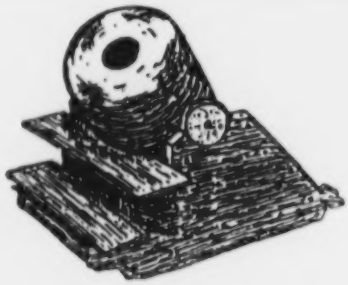
During the field trip the teacher will:
1. Instruct the students to look at the illustrations on their activity sheets.
2. Instruct the students to write the name of each place or thing under its illustration.

Key
The illustrations on the activity sheet are:
1. Visitor Center
2. "The Dictator", 13-inch seacoast mortar
3. Earthworks
4. Union Camp
5. Taylor Farm
6. The Crater: Entrance to the tunnel

What Do I See?



1. _____



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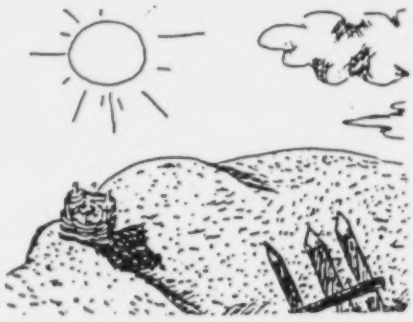
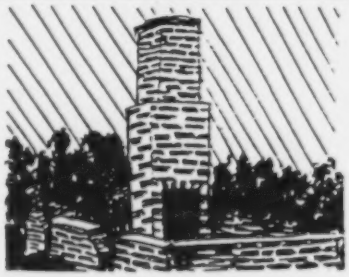
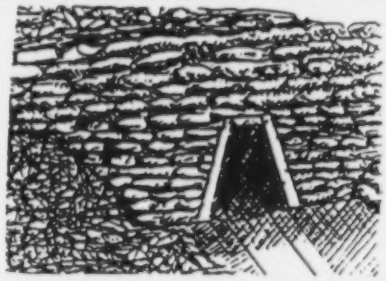


3. _____

4. _____



5. _____



6. _____

Instructions

As you tour the Battlefield, identify the places and objects illustrated above.

What's Wrong with the Union Camp?

Field Trip Activity	Elementary Level

Objective
The learner will identify what is wrong with a picture of the "Union Camp" at Petersburg National Battlefield.

Standards of Learning Objectives
Social Studies 5.3

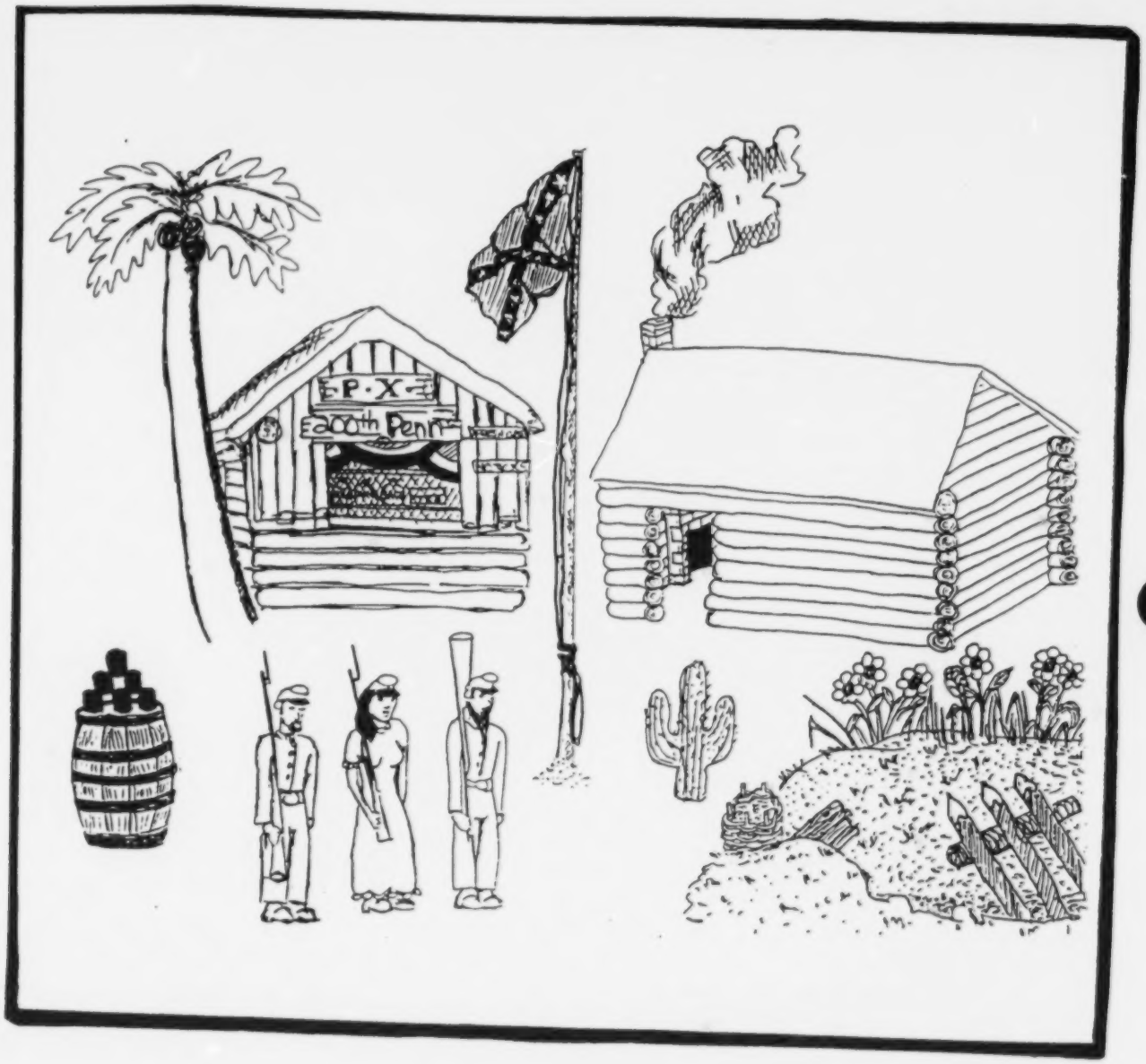
Materials
What's Wrong with the Union Camp Activity Sheet, Pencils

Key Vocabulary
Sutler Store, Soldier Hut, Rifled-Musket, Confederate Flag, Earthworks

Procedure
During a field trip to Petersburg National Battlefield, the teacher will:
1. Allow the students the opportunity to explore Tour Stop 3.
2. Instruct the students to compare what they see with what is pictured on the activity sheet.
3. Instruct the students to circle the eight things that they see wrong with the picture.

Key
The eight things wrong with the picture are:
1. Palm Tree
   Palm Trees are not native to the Petersburg area.
2. Cactus
   Cactus is not native to the Petersburg area.
3. PX Sign
   The sutler store was the forerunner of the PX.
4. Female soldier
   Officially, women did not bear arms in the Civil War.
5. Confederate Battle Flag
   A Union, not a Confederate flag, would have flown over the Union camp.
6. Flower garden on top of earthworks
7. Smoke from chimney
   There is no fire burning in the fireplace.
8. One weapon pointed downward
   All other soldiers have their rifled muskets pointed upwards.

What's Wrong with the Union Camp?



Instructions

Closely examine this picture. Then circle the 8 things that you would not have seen if you had been a soldier at this camp during the Siege of Petersburg.

Letters Home

Post-Visit Activity	Elementary Level

Objective
The learner will assume the role of a Union or Confederate soldier and write a letter to his family describing camp life and events during the Siege of Petersburg.

Standards of Learning Objectives
Language Arts 5.7, 5.9
Social Studies: 5.3

Materials
Letters Home Activity Sheet, Pencils

Key Vocabulary
Comrades, Heroic, Spoils, Home Front

Procedure
Following a field trip to the Battlefield, the teacher will:
1. Present the background written below.
2. Instruct each student to assume the role of a soldier during the Siege of Petersburg (Union or Confederate, black or white) and write a letter home.

Background
Very important to Civil War soldiers was the exchange of letters and messages with their families, relatives, and friends. Letters from the home front encouraged the soldiers to endure the hardships of battle and camp life. Soldiers enjoyed reading about life at home, gossip, how the crops and farm animals were doing, and parties.

In turn, family and friends were flooded with letters from soldiers. In great detail, soldiers described their camp life experiences. Soldiers often commented about the food--its poor quality or the lack of it. With joy, they reported captured enemy spoils. Many soldiers wrote about their trust in God and feelings of patriotism. The most horrifying letters home described the screams and cries of dying comrades.

Although soldiers sometimes exaggerated their heroic battle deeds, these letters remain an excellent primary source for historical research today. In addition to gaining historical insights from these letters, researchers often enjoy the humor, misspellings, grammatical errors, and sometimes beautiful penmanship of these common soldiers.

near Petersburg

Dear

I Remember . . .

Post-Visit Activity	Elementary Level

Objective
The learner will write a summary of at least three paragraphs describing what he remembers about his trip to Petersburg National Battlefield.

Standards of Learning Objectives
Art 4.2, 4.10
Language Arts 4.10, 5.9

Materials
I Remember Activity Sheet, Pencils, Crayons

Procedure
Following the field trip the teacher will:
1. Instruct the students to recall things they saw and heard on the field trip.
2. Instruct the students to make notes about the things they learned on the field trip.
3. Instruct the students to write summaries of their field trip experiences. Each summary must be at least three paragraphs and should include details about what they saw and learned.
4. Instruct the students to decorate a cover sheet with drawings of the things they saw.

I Remember . . .

Intermediate

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Background: Intermediate Level

A United States???

Until the Civil War, many Americans were not certain what they were citizens of--a state, a region, a nation, or what? In the North, many people looked on themselves as citizens of the nation. In the South, most people considered themselves to be citizens of a state-a special part of the country with its own customs and its own traditions. The long quarrel between North and South came to a showdown in 1861, when the first shots of the Civil War were fired at Fort Sumter.

Many things were involved in the quarrel, but slavery was at the top of the list. Without slavery, the problems between the two sections of the country could probably have been worked out in one way or another. With slavery, the problems seemed insurmountable.

Slavery had existed in all parts of Colonial America. At that time, most people farmed for a living and differences between North and South were few. After the American Revolution, changes began. In the North, trade and industry grew rapidly; while the South remained a mostly agricultural region.

Slavery gradually died out in the North because it was not profitable. That was not the case in the South where cotton was king. In 1793, Eli Whitney, a Northern teacher living in Georgia, invented the cotton gin. His simple device quickly separated fibers from seeds. At the same time, the textile industry in both the North and England was developing. The growing textile industry increased the demand for cotton. Southern planters responded by growing more cotton. A hugh labor force was needed to plant and harvest the cotton. Black slaves supplied the labor.

Debate, argumentation, and discussion increased between North and South over the issue of slavery. At least for a time, the country was held together by the Missouri Compromise of 1820. According to the bill, Missouri would be admitted as a slave state and Maine as a free state. Also, no more slave states would be admitted north of the parallel that marked Missouri's southern boundary. Henry Clay of Kentucky played a leading role in the passage of the bill.

Years later, in 1831, William Lloyd Garrison, a strong abolitionist, lashed out against slavery in his Boston-based newspaper, *The Liberator*. His followers, the Garrisonians, were extremists. They burned copies of the Constitution because it gave certain protections to slaveholders. They also misrepresented the overall treatment of blacks in the South. As a result of their

efforts, tensions grew worse between North and South. More conflict arose when the United States gained a very large territory as a result of victory in the Mexican War (1846-1848). The new territory included areas that would later be the states of Texas, California, Arizona, New Mexico, and Utah. A Congressman from Pennsylvania, David Wilmot, introduced a bill known as the Wilmot Proviso, forbidding slavery in any part of the new territory. This angered Southern leaders, who had hoped to grow cotton in the new region.

At that time (1849), North and South had fifteen states each. This meant each side had equal votes in the United States Senate. When the territory of California applied for admission as a free state in 1849, the balance in the Senate was threatened. A political fight started, but once again a compromise was reached. Senator Henry Clay introduced a bill known as the Compromise of 1850.

This bill would allow California to be admitted as a free state. The rest of the new territory would be settled on the basis of popular sovereignty--people of each new territory would decide whether they wanted to be a free state or a slave state. The bill would also abolish the slave trade in the District of Columbia but strengthen the Fugitive Slave Act. If the bill passed, anyone helping a suspected fugitive would face a five-year prison sentence, and the slave would be returned to his master. The bill did pass, but it did not solve the nation's problems.

Then in 1852, tensions skyrocketed over a novel, *Uncle Tom's Cabin*, written by Northerner Harriet Beecher Stowe. The book told the story of a fictitious character named Tom. Tom was a kind slave who was murdered in cold blood by the overseer of a plantation. Northerners, unfamiliar with slavery, viewed this book as fact, not fiction. To many Northerners, the cruel overseer represented the typical Southern white man involved in slavery. Although a slave was totally at his master's mercy, merciless beatings were uncommon. Southerners dismissed *Uncle Tom's Cabin* as a book of lies.

Two years later, Senator Stephen A. Douglas from Illinois introduced the Kansas-Nebraska Act. When the act passed, the territories of Kansas and Nebraska were created, and the Missouri Compromise was voided. The act stated that the people of each territory would decide for themselves, when time for statehood came, whether or not to allow slavery. The Kansas-Nebraska Act caused more confusion and hatred than ever before. Extremists from both sides were now in Congress and there was no middle ground to negotiate. All reasonable discussion between North and South came to an end.

The Supreme Court added to the country's bitterness when it announced its decision in the Dred Scott Case. Dred Scott, a black slave, was taken by his master to Illinois and later to Wisconsin. Both Illinois and Wisconsin were free states. Scott sued for freedom, stating that he lived in free territory and could not be

held in bondage. The court ruled against him. A slave was private property. According to the ruling, a black born a slave could not be a citizen of any state, had no rights, and could not sue anyone. The Constitution protected slavery. There was no legal way under the Constitution to keep slavery out of any territory.

Trade between the two sections was also a source of conflict for several reasons. First, a good part of the South's crops went north to be processed in the factories. For example, cotton was made into cloth in Northern mills. The North set the price of the cloth, which Southern cotton growers thought was too low. Secondly, Southerners resented the high prices they had to pay for manufactured goods purchased from the North. Finally, the South was at a disadvantage when it came to exporting their goods to other countries. Northern banks controlled the overseas trade and collected fees for their services. Even the ships that were used to transport Southern goods were owned by Northerners who established the shipping rates. Although Northern merchants did not own slaves, they profited from slave labor.

In 1860, Abraham Lincoln was elected president. Lincoln believed that the Federal government did not have the power to interfere with slavery in the states where it already existed. Yet, Southerners did not believe that their right to own slaves would be upheld under the Lincoln Administration.

On December 20, 1860, South Carolina voted to secede from the Union, divorcing itself from the Federal government. Soon other Southern states seceded. These states formed their own government under the name Confederate States of America. Jefferson Davis was chosen as the president of the new nation.

The War's Beginning

Like a bolt of lightning, war burst upon the American landscape in the spring of 1861, climaxing decades of bitter debate between North and South. Northerners called it the War of the Rebellion, Southerners the War Between the States. We know it as simply, the Civil War.

In the East, beginning in the spring of 1861, the cry from Union headquarters was "On to Richmond!" For the next four years a succession of Northern commanders struggled desperately to do just that--get to Richmond.

The first Union attempt to capture Richmond and end the war was a march against the Confederates at Manassas, 35 miles from Washington, D. C. on the way to Richmond. Announced ahead of time, citizens of Washington traveled to Manassas to watch. Picnic baskets and umbrellas could be seen across the hills overlooking the battlefield. Refreshments were sold. Everyone was excited

about the fight that might quickly end the war.

Manassas proved how wrong they were. The Union advances were turned around, and poorly trained soldiers fled back toward Washington in a disorderly retreat. Instead of continuing on to Washington, the Confederates stopped. A confused and defeated Union army, along with spectators, saw first-hand the determination and drive of the Confederacy. Both North and South had many lessons of war to learn.

Through much of the war, Lincoln had difficulty finding good officers to command the Union forces. One commander appointed by Lincoln, Major General George McClellan, conducted a long series of actions near Washington, moving his troops back and forth doing his best to avoid contact with the enemy. On one occasion, Lincoln said that if McClellan did not want to use his army, he would like to borrow it.

Lincoln forced McClellan to advance on Richmond in early summer 1862. However, McClellan found one excuse after another to avoid fighting. Confederate attacks forced McClellan to retreat. Later that year, McClellan failed to take advantage of his superior numbers at Antietam Creek, Maryland. Lincoln removed him from command a few weeks later. The Northern commanders who followed McClellan were: Pope, Burnside, Hooker, Meade, and finally Grant. Before General Ulysses S. Grant, the Union commanding generals had concentrated on protecting their armies and attempting to capture Richmond. However, General Robert E. Lee, commanding the Army of Northern Virginia, defeated the Union on each attempt.

The War's End

On March 9, 1864, General Ulysses S. Grant took command of all Union armies. His main objective was General Robert E. Lee's army. He believed that only when Lee's army was eliminated would the war come to an end. Lee's soldiers, not Jefferson Davis' White House, was his target. Grant's strategy was very simple: the North would from then on wage total war. In an unrelenting drive, the North would apply pressure at all points of the Confederacy. Grant reasoned that the depleted armies of the South could not successfully defend every sector.

In early May, Grant's strategy took Virginia by storm. The main Union drive quickly became entangled in the Wilderness, an area of thick forests and dense undergrowth west of Fredericksburg, Virginia. Neither cavalry nor artillery could participate in the battle because of the thick forests. Flames roared through the underbrush burning many wounded soldiers. Grant's army suffered over 17,000 losses and Lee over 11,000.

From the Wilderness, Lee's troops won the race to Spotsylvania Court House. When Grant's troops arrived on May 10, eleven days of

heavy fighting began. The battle was a stalemate that caused both sides tremendous losses. The death of "Jeb" Stuart, who was mortally wounded on May 11 in a cavalry fight at Yellow Tavern, was an especially painful loss to Lee and the entire South.

On May 31, Grant's army reached Cold Harbor, Virginia, a strategic crossroads just eight miles from Richmond. Lee's army was waiting. The result was the Battle of Cold Harbor. Union troops made numerous frontal assaults on Lee's line. Early into the battle, on June 3, thousands of Union soldiers fell dead or wounded in the space of thirty minutes. The battle ended June 12.

With the Union defeat at Cold Harbor, Grant abandoned his plan to capture Richmond by direct frontal assault. Grant's next target was Petersburg, Virginia, a vital rail junction 22 miles south of Richmond. Grant secretly began shifting his army across the James River. Soldiers, heading for Petersburg, filed across a pontoon bridge more than 2,100 feet long. Grant's move across the James River caught Lee by surprise.

On June 15, Grant threw his army against General P. G. T. Beauregard's troops defending Petersburg. In just one evening of fighting, black and white Union soldiers under the overall command of General William F. "Baldy" Smith, managed to capture one mile of the ten-mile defensive line protecting Petersburg. Petersburg might have fallen then, had the Union commanders continued their assaults and prevented the few Confederate defenders from holding on until Lee's army arrived from the north. When four days of fighting failed to capture the city, Grant began siege operations. Grant realized that if Petersburg with its five rail lines fell, Richmond would quickly follow.

Grant was not idle during the siege. He continued advancing his siege lines to the southwest to threaten the last two railroads supplying Petersburg. At the same time, Grant was forcing Lee to stretch the thin Confederate forces further and further. He also made one famous attempt to break through the Confederate Line.

That attempt resulted in the Battle of the Crater. Coal miners in the 48th Pennsylvania Infantry volunteered to dig a tunnel to a point beneath Elliott's Salient, a Confederate battery southeast of Petersburg. The Union plan was to detonate a large charge of explosives at the end of the tunnel. In the resulting smoke, confusion, and death created by the explosion, United States Colored Troops would lead the drive through the Confederate line.

At 4:45 on the morning of July 30, the Battle of the Crater began when four tons of black powder exploded beneath Elliott's Salient. The explosion made a hole 170 feet long, 60 to 80 feet wide, and 30 feet deep. Due to political reasons, white veteran troops, not black troops, led the Union attack.

In the afternoon, Confederates recaptured the Crater after some of the most vicious fighting of the war. Grant called the episode a

"stupendous failure," and said, "It was the saddest affair I have witnessed in the war." It cost the Union 4,000 casualties. After the Crater, Grant returned to more conventional siege tactics.

By the spring of 1865, Lee's Army of Northern Virginia was much weaker. Sharp clashes, such as occurred at Weldon Railroad, Reams Station, Peebles' Farm, Boydton Plank Road, and Hatcher's Run, reduced Lee's ranks and tightened the Union noose around Petersburg. Desertion had also become more commonplace among the Confederates.

Lee knew that Petersburg, Richmond, and the entire South would soon be Grant's unless the Confederates changed the course of the siege. Therefore, on March 25, Lee made a bold attack on Fort Stedman. The attack was intended either to break Grant's tight hold or to be at least a distraction while Lee prepared the rest of his army for withdrawal. Lee's troops quickly captured Fort Stedman and occupied a mile of the Union line. However, Union troops poured into the area and repelled the Confederate assaults. Lee lost over 4,000 men in the attempt.

Finally, the time came for Grant to end the long siege. On April 1, Union infantry and cavalry crushed the Confederate position at Five Forks, 18 miles southwest of Petersburg. The next day Grant's entire 37-mile front went forward. The Confederate line snapped in several places and then collapsed. Lee's army was forced to abandon Petersburg and Richmond and retreat westward.

After the Union victory at Five Forks, Grant did not stop to rejoice. He pursued Lee's retreating army. Union General Philip Sheridan came up behind Lee, closing his route to the west. On April 9, 1865, General Lee surrendered the Army of Northern Virginia to General Grant at Appomattox Court House.

Collecting Information on the Siege of Petersburg

Pre-Visit or Activity	Intermediate Level

Objective
The learner will identify selected personalities and military events associated with the Siege of Petersburg through descriptive listing and summarization.

Standards of Learning Objectives
Language Arts 7.10
Social Studies 7.1, 7.3

Materials
Reference Library Materials, Chalkboard or Flip Chart, Writing Materials

Key Vocabulary
Select vocabulary from *War Terms* section.

Procedure
During a study of the Civil War and the Siege of Petersburg, the teacher will:

1. Remind the students that comprehension thinking can be utilized through descriptive listing and summarization.
2. Record the students' summarizations on flip chart or chalkboard.
3. Describe selected military terminology associated with the siege.
4. Help the students as they define these military terms.
5. Encourage the students to illustrate definitions with sketches when possible.
6. Elicit volunteers to explain these terms to the group at large.

A Research Paper on the Siege of Petersburg

Pre-Visit Activity	Intermediate Level

Objective
The learner will use a variety of reference sources to research and write about events and personalities that relate to the Siege of Petersburg.

Standards of Learning Objectives
Language Arts 6.4, 6.10, 7.10
Social Studies 7.1, 7.3

Materials
Reference Library Materials (books, letters, diaries, period newspapers and magazines, glossaries, indexes, dictionaries, maps, thesauri, encyclopedias, card catalogues, etc.), Writing Materials

Key Vocabulary
Select vocabulary from *War Term* section.

Procedure
In concluding a unit on the Civil War, the teacher will:
1. Review the political events leading to the outbreak of the war.
2. Review major Civil War battles prior to the Siege of Petersburg.
3. Describe Petersburg as a vital transportation center.
4. Present the Siege of Petersburg as a Union attempt to sever Confederate supply lines to Richmond.
5. Review key personalities and events in the Siege of Petersburg.
6. Describe necessary research methods and materials needed to develop further information.
7. Introduce topics that may be selected for the research paper; such as, Robert E. Lee, Ulysses S. Grant, United States Colored Troops, Battle for Petersburg (June 15-18, 1864), Battle of Crater, Battle of Fort Stedman, etc.
8. Review method of bibliographic recording.
9. Encourage note taking, writing, revising, editing, and proof reading.

A Bibliography
on the Siege of Petersburg

Pre-Visit Activity	Intermediate Level

Objective
Using primary and secondary sources that describe the events and personalities associated with the Siege of Petersburg, the learner will prepare bibliography cards and share them with a group to generate a group bibliographic listing.

Standards of Learning Objectives
Language Arts 6.10
Social Studies 7.1, 7.3, 7.9. 8.7

Materials
Reference Library Materials, Index Cards, Pens

Key Vocabulary
Author, Title, Publisher, Copyright Date, Primary Source, Secondary Source

Procedure
After a unit on the Civil War, the teacher will:
1. Review the Civil War with emphasis on the Siege of Petersburg.
2. Review use of bibliographic recording methods to recall sources used or available. (Language Arts: Proper Punctuation and Capitalization Review)
3. Have groups of five share bibliography cards and generate a group bibliographic listing. Stress to each group courteous behavior, respect for others, listening, and participating in the assigned task.
4. Elicit volunteers to share group findings.
5. Elicit from each group what other materials could be utilized.

The Battle of the Crater: An Oral Report

Pre-Visit Activity	Intermediate Level

Objective
The learner will describe and evaluate the Union mine tunnel dug during the Siege of Petersburg and the resulting Battle of the Crater.

Standards of Learning Objectives
Language Arts 7.1, 8.1
Social Studies 7.1, 7.3, 7.9, 8.7

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
Battle of the Crater, Elliott's Salient, 48th Pennsylvania Volunteer Infantry Regiment, Ambrose Burnside, William Mahone, Henry Pleasants, Edward Ferrero, James Ledlie, George Meade, Black Powder, Frontal Attack, Countermine, Cemetery Hill, Reinforcements, Division, Corps, Ulysses S. Grant, United States Colored Troops, Ventilation, Chimney, Draft, Union, Confederates, Federals

Procedure
During a study of the Civil War and the Siege of Petersburg, the teacher will:

1. Remind the students of Grant's statement: "To get possession of Lee's army was the first great object. With the capture of his army Richmond would necessarily follow." (Only when Lee's army was eliminated would the war come to an end.)
2. Introduce evaluative questions; such as, "Why did the Union attack at the Crater fail?" and "If the Union had succeeded, would the war have ended eight months earlier?" (No.)
3. Group the students in triads to evaluate and prepare oral reports on the Battle of the Crater.
4. Suggest that each member of the group be given an opportunity to assume a different role; such as, researcher, writer, and presenter.
5. Encourage the students to use reference library materials as they develop their oral presentations in small groups.
6. Allow one student from each group to present the group's report before the entire class.

Background Notes

The spectacular mine explosion and the Battle of the Crater on July 30, 1864, was an attempt by the Union forces to enter Petersburg, Virginia, by a frontal attack.

Under the command of Lieutenant Colonel Henry Pleasants, the 48th Pennsylvania Infantry Regiment, composed largely of former coal miners, began digging a tunnel on June 25, 1864. Ultimately the tunnel was to extend beneath the Confederate line at Elliott's Salient, a particularly strong point in the Confederate line near a ridge called Cemetery Hill east of the city.

The Union plan was to explode a large charge of black powder and blow a gap in the Confederate defenses. General Ambrose Burnside's Ninth Corps, with black troops in the lead, would take advantage of the confusion created by the explosion and rush through the Confederate lines and take Petersburg.

Rumors of the tunnel reached the Confederates soon after the Union mining operations began. On July 1, countermines were sunk in an effort to locate the Union tunnel. When these countermines failed to locate anything suspicious, Confederate fears diminished. In addition to the failed countermines, Confederates thought that it was impossible to ventilate a tunnel of any length over 400 feet without constructing air shafts above it.

When it was completed, the tunnel was more than 500 feet long. Ventilation of the tunnel was possible due to a ventilating chimney. Between the chimney and the tunnel entrance, soldiers put up an airtight canvas door. Through the door and along the floor of the tunnel, they laid a square wooden duct. A fire was then built at the bottom of the ventilating chimney. The air, warmed by the fire, went up the chimney. The draft that it created drew the bad air from the end of the tunnel where the soldiers were digging. As the bad air rushed out, fresh air was drawn in through the wooden duct to replace it.

The Union plan changed shortly before the scheduled mine explosion. Instead of using the specially trained black troops to attack first, General Burnside was ordered to use veteran white troops. General Ulysses S. Grant and General George Meade feared that the new black soldiers would face disaster on the battlefield. They did not wish to appear willing to so easily sacrifice the United States Colored Troops.

At 4:45 in the morning on July 30, a tremendous explosion shook the earth east of the city. The mine of four tons of black powder had exploded, making a crater, nearly 170 feet long, 60 to 80 feet wide, and about 30 feet deep. The explosion opened a 500-yard gap in the Confederate lines.

The Confederate position was mostly held by soldiers from South Carolina. After the initial shock, these soldiers quickly began bridging the gap in the Confederate lines. Trenches to the right

and the left of the Crater were manned and a secondary defensive position about 50 yards to the rear of the Crater was formed. The Confederates waited for the Union infantry advance.

Around 5:00 in the morning, the Federals moved. Soldiers from General James Ledlie's First division were in the lead. They quickly seized the Crater itself and some trenches to the north. Ledlie did not fight with his troops. He stayed behind Union lines drinking rum.

About four hours later, the turning point of the fight occurred. General Edward Ferrero's black troops were massed behind the captured Confederate trenches north of the Crater. They were ordered to make a final drive on Cemetery Hill. At the same time, Confederate reinforcements were arriving. Eight hundred Virginia soldiers from General William Mahone's division had marched nearly two miles to support Elliott's South Carolinians. As Ferrero's men were about to advance, the Virginians attacked and drove them back, re-capturing most of the trenches north of the Crater.

The Union soldiers in the Crater received artillery and rifle fire from three sides. Any thought of advancing was forgotten. The Union soldiers just wanted to get back to their own lines alive. The Federals were clearly beaten.

The final Confederate counterattack came at 1:00 in the afternoon. Alabama troops swept the remaining trenches. Union troops offered little resistance and flags of surrender soon appeared.

The explosion claimed the lives of 278 Confederates. In all, Confederate casualties were about 1,500. Union casualties were estimated at slightly more than 4,000, which included about 2,000 captured.

Why did the attack of the Crater fail? The explanations are many. The lack of leadership and planning by the Union, the stubborn resistance of the soldiers from South Carolina, the daring Virginians, and unprepared troops leading the attack all played a part. Whatever the reasons, one thing was certain: Petersburg would not be taken by direct assault.

Political Cartoons

Pre-Visit Activity	Intermediate Level

Objective
The learner will interpret, analyze, and draw political cartoons of the Civil War period.

Standards of Learning Objectives
Art 6.7, 7.1, 7.11
Language Arts 6.13
Social Studies 6.5, 7.6, 8.9

Materials
Political Cartoons Activity Sheets, Writing Materials

Vocabulary
Prejudice, Contrabands, Copperheads, Republican, Democrat

Procedure
During a study of the Civil War, the teacher will:
1. Reproduce and distribute Political Cartoons Activity Sheets.
2. Instruct the students to examine each cartoon as they consider the following questions:
   Do you think this cartoon appeared in a Northern or Southern publication? What clues are given?
   Do you think this cartoon was published at the beginning, the middle, or the end of the war? What clues are given?
3. Instruct the students to complete their activity sheets, explaining how the artist attempted to influence public opinion.
4. Allow volunteers to share their interpretations with the class.
5. Assign the students the task of drawing a cartoon that could have appeared in a Northern or Southern publication concerning camp life or a military operation during the Siege of Petersburg.

Key
1. In the first years of the Civil War, most white Northerners agreed with the decision of the Lincoln Administration to enlist only white troops. Northern states were very prejudice. Few whites thought that blacks had the character to survive battle. This cartoon, which appeared in a popular Northern newspaper, clearly shows the lack of regard many whites had for the military potential of blacks. This cartoon was entitled *Dark Artillery or How to Make the Contrabands Useful*. It appeared on October 26, 1861, in *Frank Leslie's Illustrated Newspaper*. (Library of Congress)

2. After sixteen months of war, with long lists of casualties and enlistments slowing down, the Lincoln Administration re-examined its stance on blacks in the Union Army. This cartoon appeared in a Southern periodical. It ridicules Lincoln's decision to use black soldiers, showing a black soldier running at the first sign of combat. It was entitled *An Illustration of the New Yankee Doctrine About the Darkey*. Beneath the cartoon was written: "No, sah! can't go back dar--dis chile too 'motional for dat sorter thing." (Library of Congress)

3. The North was resistance to the enlistment of blacks. After black regiments performed well in a number of battles, some Northern whites began to acknowledge the valuable contributions of the United States Colored Troops. However, many whites opposed blacks in the Union Army throughout the war. This political cartoonist for the *Peace Democrats*, better known as *Copperheads*, attempts to persuade voters from the Republican party by playing upon the racist fears of Northern whites. (Browne Family Papers, Schlesinger Library, Radcliffe College)

4. As Confederate soldiers grew thin from lack of food during the war, Union soldiers found food much more plentiful. In this cartoon, a *Harper's Weekly* artist shows starving Southern citizens staring with sunken eyes at a proclamation of fasting posted by Confederate President Jefferson Davis.

Political Cartoons

Instructions

Below each cartoon explain how the artist attempted to influence public opinion.

Cartoon #1

Cartoon #2

J. Wingler, Publisher, 31 Chatham Street N. Y.

TO A BLACK REPUBLICAN.

Cartoon #3

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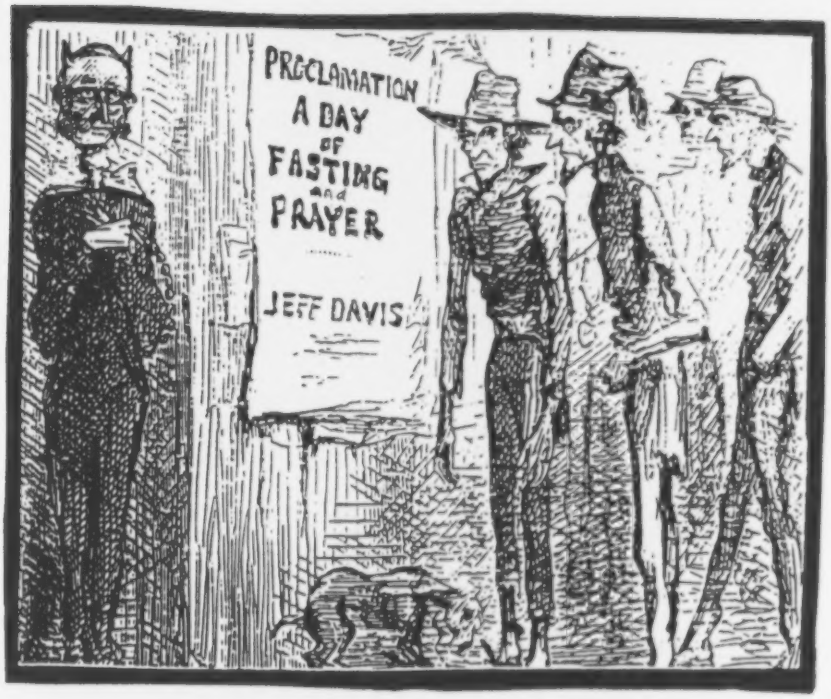

Cartoon #4

History: Alive on the Battlefield

Pre-Visit or Field Trip Activity	Intermediate Level

Objective
Learners who volunteer will use research findings to write and present an improvisational skit in the classroom or at Petersburg National Battlefield.

Standards of Learning Objectives
Language Arts 6.1, 6.10, 8.1
Social Studies 7.1, 7.3, 7.9, 8.7

Key Vocabulary
Select vocabulary from *War Term* section.

Materials
Reference Library Materials, Writing Materials, Improvisational Props

Procedure
During a study of the Civil War and the Siege of Petersburg, the teacher will:

1. Review methods of research and remind students that synthesis involves tying pieces of information together and forming a creative, new thought.
2. Ask for volunteers to work in small groups to write and present improvisational skits relating to the Siege of Petersburg.
3. Contact the park if students will be performing skits on the Battlefield. Schedule permitting, park staff may attend skit presentations.

Words of a Soldier

Field Trip Activity	Intermediate Level

Objective
Using primary sources, the learner will gain an understanding of life and events during the Siege of Petersburg through dramatic readings and interpretations.

Standards of Learning Objectives
Language Arts 6.1, 6.2, 7.1, 7.4, 8.1
Social Studies 7.1, 7.9, 8.7

Materials
Primary sources will be provided by Petersburg National Battlefield.

Key Vocabulary
Vocabulary varies with the primary sources selected.

Procedure
The teacher will:
1. Make reservations for *Words of a Soldier* Program using the procedure described in this resource guide.
2. Introduce background information and use selected pre-visit activities in this resource guide.
3. Upon arrival, have students gather outside the Visitor Center where they will be met by a ranger. In case of inclement weather, the teacher should, if possible, call the park to make other arrangements. If scheduling permits, the ranger will meet the students at the Operations Building for an indoor program.

Outline of Program

I. Introduction
   - A. Welcome
   - B. The National Park Service
   - C. Regulations and Safety Reminders

II. The Common Soldier
   - A. Who He Was
   - B. Why He Fought
   - C. How He Lived
   - D. How He Died

III. Writings of the Common Soldier
   - A. Importance
   - B. Contents
   - C. Revelations

IV. Preparation and Presentation of Readings from Primary Sources
    A. Formation of Small Groups
    B. Practice Time
    C. Presentations
        1. Introduction
        2. Dramatic Reading
        3. Interpretation of Reading

Length of Program
One and a Half Hours

Searching for the Answers:
A Museum Scavenger Hunt

Field Trip and Post-Visit Activity **Intermediate Level**

Objectives
While visiting the Petersburg National Battlefield Museum, the learner will identify persons, places, and events related to the Siege of Petersburg. After the visit, the learner will recall these persons, places, and events.

Standards of Learning Objectives
Social Studies 7.1

Materials
Searching for the Answers Activity Sheet, Pencils

Key Vocabulary
City Point, "The Dictator", Abraham Lincoln, Earthworks, Congressional Medal of Honor, Fort Fisher, Pontoon Bridge, River Queen, Canister, Sutler, Earthworks

Procedure
Before the field trip, the teacher will:

1. Introduce background information on the Civil War and the Siege of Petersburg.
2. Group the students into teams of two or three.
3. Reproduce and distribute Searching for the Answers Activity Sheet.
4. Issue rules and stress adherence. The rules are:
   - A. Questions must be read before the field trip. Activity sheets will not be permitted inside the museum.
   - B. Team members must stay with their team in the museum.
   - C. Note taking is not permitted in the museum.
   - D. Teams may spend a maximum of 15 minutes in the museum.
   - E. There is to be no talking above a whisper in the Visitor Center/Museum.

   Note: Because the museum area is small and often crowded with visitors, these rules will be strictly enforced.

During the field trip, the students will search for answers in the museum according to established rules.

After the field trip, the students will work with their teammates to complete the question sheet.

The first team to finish with all correct answers, or the most correct answers in a timed period, will be declared the winning team.

Key

1. Abraham Lincoln
2. Twenty-one
3. Union Fort Fisher
4. Nearly Seventy
5. Pontoon
6. The Sutlers
7. The River Queen
8. Tobacco Warehouses and Factories
9. Canister
10. "The Dictator" or "The Petersburg Express"

Searching for the Answers
Questions

1. What president spent two of the last three weeks of his life at City Point?

2. How many Union soldiers received the Congressional Medal of Honor for conspicuous bravery during the Battle of the Crater on July 30, 1864?

3. As of March 1865, what was the largest fort in the Petersburg area?

4. How many miles of earthworks were constructed by both Union and Confederate forces during the Siege of Petersburg and Richmond?

5. What type of bridges were used to carry Grant's army and supplies across the river?

6. Who were the civilian forerunners of today's post exchanges?

7. Aboard what boat did a conference between President Lincoln, General Grant, General Sherman, and Admiral David Porter take place in the spring of 1865?

8. What did Confederates use as hospitals during the Siege of Petersburg?

9. Name the type of artillery ammunition that was like a giant shotgun shell, spraying numerous cast iron balls into advancing enemy troops?

10. What name did Union soldiers give to their 17,000 pound mortar that was used to shell Petersburg two and a half miles away?

Life as a Soldier:
An Essay

Post-Visit Activity	Intermediate Level

Objective
The learner will write an essay comparing life as a Civil War soldier to life as a soldier today.

Standards of Learning Objectives
Language Arts 6.4, 6.7, 6.8, 6,10, 7.4, 7.6, 8.7
Social Studies 7.1, 7.3

Key Vocabulary
Select vocabulary from *War Terms* section.

Materials
Reference Library Materials, Writing Materials

Procedure
Following a unit on the Civil War and a field trip to Petersburg National Battlefield, the teacher will:

1. Review the analysis level of thinking by reminding the students that it involves comparing and contrasting ideas, events, personalities, cultures, or circumstances.
2. Instruct the students to research the lives of Civil War soldiers.
3. Instruct the students to interview present-day soldiers and/or veterans to gain information about soldiers of today.
4. Instruct the students to create a fictional Civil War soldier and compare his camp life with that of a fictional soldier of today.
5. Allow volunteers to read their essays before the class.

Mural of the Siege

Post-Visit Activity	Intermediate Level

Objective
The learner will demonstrate a knowledge of persons, places, and events related to the Siege of Petersburg by painting scenes of the siege in chronological order.

Standards of Learning Objectives
Art: 7.1, 7.11
Social Studies: 7.1, 7.3, 7.9, 8.7

Materials
Reference Library Materials, Illustrations of Battle Scenes (See *The Siege of Petersburg,* Civil War Times Illustrated, Special Edition, Historical Times, Inc., 1970.), White Banner (approximately 20 feet long by 5 feet wide), Paint, Paint Brushes

Key Vocabulary
Vocabulary will vary with the battle scenes being painted.

Procedure
After a field trip to Petersburg National Battlefield, the teacher will:
1. Divide the class into small groups.
2. Assign each group a military event during the Siege of Petersburg to paint on the banner. (Each group must decide where their chronological position should be along the wall mural.)
3. Instruct the students to work together to complete the task of painting a mural.

Suggested Scenes for Mural
The teacher may wish to choose from this chronological listing of scenes:
1. Pontoon Bridge on the Appomattox River
2. Capture of the Confederate Cannon by Hinks' Black Troops on the First Day's Fighting.
3. The Ninth Corps Charging the Dimmock Line, June 15-18
4. Forty-eighth Pennsylvania Troops Digging the Tunnel
5. Explosion of the Mine and Charge of the Confederate Works
6. Fourth (Black) Division Going into Action at the Battle of the Crater
7. Confederate Attack on Fort Stedman
8. Battle of Five Forks
9. Union Occupation of Petersburg After the Long Siege

Secondary

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Background: Secondary Level

Petersburg, Siege City of the Confederacy

With so many examples to pick from, it is difficult to single out any particular battlefield as being the best example of Confederate heroism. The Crater at Petersburg, however, is surely near the very top of the list. Here a handful of determined Confederates turned back the might of General Ulysses S. Grant's Union Army and enabled the Confederacy to fight on for a time.

At the end of July 1864, Petersburg had been besieged for over a month, and for eight months more it was to hear the constant rattle of musketry and the daily boom of the big guns.

The Petersburg operations had really begun in May 1864, when Grant, supreme field commander of all the Northern forces, and General George G. Meade, commanding the Union Army of the Potomac, had crossed the Rapidan River eighty miles northwest of Richmond to start the movement against General Robert E. Lee's Confederate Army and the Confederate capital. The Battles of the Wilderness, Spotsylvania Court House, and Cold Harbor followed in bloody succession, leaving those fated names forever linked with death. At Cold Harbor, just outside Richmond, Lee had halted his strategic retreat and completely blocked Grant's direct advance.

It was then that Grant looked farther south. He was determined to take Richmond, or defeat Lee's army, by striking through Petersburg, twenty-two miles south of Richmond and hub of the supply lines into Richmond. His flanking march, which included a half-mile pontoon bridge across the James River, was masterly. However, Lee managed to reinforce Beauregard, commanding the Confederate defenses south of Richmond, in time to break up Grant's attacks. Thus, on June 18, 1864, after four days of hard fighting, a siege operation around Richmond and Petersburg which was to last nearly ten months began.

During May and June 1864, while Grant was fighting his way toward Richmond, General Benjamin Butler, commanding the Army of the James, moved up from Fort Monroe to threaten Richmond from the south. General P. G. T. Beauregard, in a series of engagements, succeeded in stopping Butler who then entrenched at Bermuda Hundred. On June 9, Butler missed an excellent opportunity to take Petersburg.

Grant may well have admitted to himself on the evening of June 18, 1864, that he had underestimated the lasting powers of the Confederates. He had sought to destroy Lee's forces in the field north of Richmond. Now he was committed to a siege operation.

Soon after the siege operation began, Lieutenant Colonel Henry Pleasants, a mining engineer, and his men of the 48th Pennsylvania Regiment, many of whom had been coal miners in civilian life, saw a wonderful possibility on their front. They held a forward position, across Taylor's Run from the main Federal line and just a little over a hundred yards from the main Confederate line. They claimed they could dig a mine gallery, or tunnel, from behind their trenches up to and under a Confederate artillery position. Then they would dig lateral tunnels for powder charges and blow up the Confederate fort. Through this gap, the army could attack and capture Petersburg.

Pleasants put the plan before his superiors, but received only lukewarm support. General Ambrose Burnside, his corps commander, stood by him, but as Pleasants stated in a letter home, "The Chief Engineer of the army and the rest of the regular army wiseacres said it was not feasible." Against great odds, both natural and official, he completed his tunnel in less than a month, his men working day and night. This 511-foot military mine was the longest attempted up to that time. Under the Confederate artillery position a lateral tunnel almost 80 feet in length was dug. Then 8,000 pounds of gunpowder was carried into the lateral tunnel.

Though the Confederates had suspected a mine and had even dug a couple of countermines themselves, they had not found the Union tunnel.

Burnside had planned for a black division to lead the assault. The black troops had received special tactical training for their assignment. Everything seemed ready for the mine to explode at dawn on July 30. However, hours before the scheduled explosion, Meade--with Grant's approval--ordered Burnside to send in his white troops first. Division commanders then drew straws to determine which white division would lead the charge. General James Ledlie drew the short draw. He had no time to prepare his troops for the dawn attack.

The mine exploded about 4:45 in the morning on July 30. It lifted Pegram's (also called Elliott's Salient) into the sky, killing 278 Confederates of Captain Richard Pegram's Virginia Battery and Elliott's South Carolina Brigade. The explosion left an enormous hole, or crater, in the earth where Pegram's fort had been.

The Union high command had decided, despite earlier skepticism, to make a full attack. The plan called for a tremendous Union artillery bombardment immediately after the mine explosion. Burnside's Ninth Corps was to pour through the broken Confederate line and push toward Petersburg. Reinforcements were to follow.

Burnside's men, however, failed in their critical part of the plan. First they broke and ran at the explosion of their own mine. Then, when they did go forward, they became disorganized and did not advance any considerable distance beyond the Confederate works.

On the Confederate side, the South Carolinians rallied. The Confederate artillery, ignoring the Union bombardment, marshalled itself against the Union infantry. These factors, together with the disorganization of the Union troops, combined to frustrate the breakthrough.

Meanwhile, another part of the Confederate line was virtually stripped of defenders to provide reinforcements at the point of the attempted breakthrough. Mahone's three brigades rushed to the endangered area. Desperate Confederate counterattacks recaptured all of the lost works except for the Crater itself, where a mass of frantic Union soldiers clawed into the yellow clay in a vain effort to escape the devastation wrought by the Confederate artillery, only a few yards distant. At one in the afternoon, the last Confederate charge led to final success and complete recovery of the position.

Of this battle, Lee, who had watched it from a house only 400 yards behind the Crater, gratefully said, "Every man in it has today made himself a hero."

Since Burnside's Corps had failed to cut through the Confederate line, the Federal troops on the main line, which were to follow, were not engaged. The hard work of Lieutenant Colonel Pleasants and his miners was in vain, save recrimination, which was threshed out in a bitter Court of Inquiry.

General Burnside reluctantly unpacked his bags and gave up the idea of spending the night in Petersburg. He was soon to repack to go home, there "to await further order," which never came.

About 2,500 Confederates, with a loss of about 1,500 men, had repulsed 15,000 Federals, who lost almost 4,000. These figures are total casualties: killed, wounded, and missing.

After the Battle of the Crater, Grant devoted his efforts to extending his lines, surrounding the Confederates and cutting off their supply roads from the south. As a part of this tactical plan, during the period of August 18-21, Grant cut the Weldon Railroad (now the Seaboard Coastline).

As the summer faded into the Confederacy's last autumn, Grant continued to make slow but certain progress. His entrenchments stretched ever westward, crossing the swampy runs, red with the leaves of the sweet gum and pin oak.

When the new leaves were burgeoning, after a winter of increased despair, spring held no promise for Lee's ragged soldiers. In March 1865, Grant's army was ready for the final move. Only one important supply line, the South Side Railroad (now the Norfolk-Southern), was left to Petersburg.

Before the Federals could strike, however, Lee made a last desperate venture. On March 25, 1865, he tried to take Fort

Stedman on the eastern part of the Federal siege line. His plan was to create confusion by threatening Grant's communications. Under cover of this distraction, the plan was for the Confederates to leave Petersburg and Richmond to join General Joseph E. Johnston's army in the Carolinas. Perhaps something could yet be done to save his army.

In the cold dawn of March 25, 1865, General John Gordon of Georgia and his gallant troops made a surprise attack on Fort Stedman, but their strength was not sufficient to win their objective. Powerful Union reserve forces smashed the attempt and trapped many of the Confederate column in a fatal cross fire.

A week later, at Five Forks, eighteen miles southwest of Petersburg, Grant crushed Lee's right wing and the next day cut the South Side Railroad. Now that Petersburg, supplying Richmond, was no longer tenable, Lee evacuated both cities on the night of April 2, 1865.

A hundred miles west at Appomattox Court House, surrounded by Union forces, Lee surrendered his decimated army on April 9, 1865, to the Union commander.

What's in a Name?

Pre-Visit Activity	Secondary Level

Objective
The learner will critically interpret titles given to the 1861-1865 War in the United States.

Standards of Learning Objectives
Language Arts: 12.4
Social Studies: 9.3, 10.1, 11.4

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
See titles listed below.

Procedure
The teacher will allow the students to research designated titles given to the Civil War by persons in various sections of the country. Based on the research, the students will write a critical analysis of why people in different sections of the country titled the war as they did.

Background
The following is a list of names given to the 1861-1865 War:

Civil War
War Between the States
War of the Rebellion
War for Southern Independence
Second American Revolution
The War for Nationality
War of Secession
The War Against Slavery
Conflict of the Sixties
The War for the Union
The Confederate War
Mr. Lincoln's War
The Uncivil War
War Against the States
The Brothers' War
The War
The Yankee Invasion
The Southern Defense Against Northern Aggression
The Late Unpleasantness
The War of Northern Aggression

Presidential Powers

Pre-Visit Activity	Secondary Level

Objective
The learner will analyze the expansion of presidential powers during the Civil War.

Standards of Learning Objectives
Language Arts: 9.3, 9.6, 10.7, 10.8, 11.3, 11.4, 11.9, 12.2, 12.4
Social Studies: 10.1, 11.1, 12.4

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
Habeas Corpus, Secede, Appropriated, Sympathizer, Copperheads, Civilian Courts

Procedure
After presenting the background information below, the teacher will allow the students to:
1. Research one of the many steps taken by Lincoln to meet the crisis of the Civil War.
2. Write a three-page position paper that analyzes Lincoln's strategy and the Constitutional authority for his wartime policy.

Background
Lincoln took many steps normally reserved for Congress. He called out volunteers, expanded the regular army, and spent money that had not been appropriated. When Washington, D.C., appeared to be in danger, suspected Confederate sympathizers were jailed without trial and without the right of habeas corpus. When it appeared that Maryland would secede from the Union, its state legislature was prevented from meeting. Opposition newspapers were denied the use of the mails or were shut down by troops. Lincoln authorized military courts, instead of civilian courts, to try suspected Copperheads.

Emancipation Proclamation

Pre-Visit Activity	Secondary Level

Objective
The learner will analyze Lincoln's reasons for issuing the Emancipation Proclamation and the effect of the proclamation on the character of the war.

Standards of Learning Objectives
Language Arts: 9.2, 9.3, 12.2
Social Studies: 9.3, 10.1, 11.1, 12.4

Materials
Emancipation Proclamation Activity Sheet, Reference Library Materials, Chart or Poster, Writing Materials

Key Vocabulary
Emancipation, Proclamation, Cause, Effect, Character

Procedure
The teacher will allow the students to read and study the Emancipation Proclamation and answer the following questions:

1. Why was the proclamation issued?
2. What factors influenced Lincoln to change his policy and issue the Emancipation Proclamation?
3. Was there a hidden purpose in issuing the proclamation?
4. By what authority did Lincoln declare Southern slaves free?
5. Why did the proclamation fail to abolish slavery?
6. What was Lincoln's attitude toward slavery when the war began?
7. How did the Emancipation Proclamation affect the character and conduct of the war?

The teacher will divide the class into four groups.

The students will participate in the activities described on the activity sheet.

Emancipation Proclamation

The focus is on the Emancipation Proclamation as a military measure for ending the war. Early in the war, Lincoln moved cautiously on the issue of slavery. However, he changed his policy after the first year of fighting. On September 22, 1862, Lincoln issued the Emancipation Proclamation, promising freedom to all slaves in the Confederate States that did not return to the Union by January 1, 1863.

Directions
Divide the class into groups of four to six students. Have each group complete one of the following activities.

Group One

Research when the document was written and issued. Role play Lincoln and his cabinet working out a plan to declare the Emancipation Proclamation. In the role play, discuss the timing of announcing the Emancipation Proclamation publicly.

Group Two

Write editorials expressing Northern and Southern viewpoints, stating Lincoln's objectives in issuing the Emancipation Proclamation. Orally present your views to the class. Allow your classmates the opportunity to debate each editorial.

Group Three

Review the meaning of cause and effect. Then using various resources, prepare a chart which identifies the effects of the Emancipation Proclamation on black abolitionists, runaway slaves, free Northern blacks, the Union Army, the Confederate Army, and British support.

Group Four

Read the diary entries of white Southerners who supported the Confederacy at the time the Emancipation Proclamation was issued. Role play their reaction to the proclamation.

Map of the Siege of Petersburg

Pre-Visit Activity	Secondary Level

Objective
The learner will construct a map to demonstrate a knowledge of physical geography and spatial relations during the Siege of Petersburg.

Standards of Learning Objectives
Social Studies: 9.1, 9.2, 9.3, 9.5, 10.4, 11.10

Materials
Reference Library Materials (Maps can be found in *The Siege of Petersburg, Civil War Times Illustrated, Special Edition,* text written by Joseph P. Cullen), Writing Materials, Art Supplies

Key Vocabulary
Earthworks, Dimmock Line, Petersburg, City Point, Appomattox River, James River, Harrison's Creek, Hatcher's Run, Five Forks, City Point Road, Jordan Point Road, Prince George Court House Road, Baxter Road, Jerusalem Plank Road, Halifax Road, Vaughan Road, Squirrel Level Road, Boydton Plank Road, Cox Road, River Road, City Point Railroad, Norfolk & Petersburg Railroad, Weldon (Petersburg and Weldon) Railroad, South Side Railroad, Richmond & Petersburg Railroad

Procedure
The teacher will allow the students to:
1. Research reference materials, including maps of the Petersburg area during the time of the siege. Use maps that describe the location of earthworks, historic roads, railroads, creeks, and various boundaries.
2. Outline the military strategies of the Union and Confederate armies during the siege.
3. Construct their own maps of the Petersburg area during the siege.
4. Hypothesize from established map identifications to determine how control of the city would affect the outcome of the war.

"A Mere Question of Time"

Pre-Visit Activity	Secondary Level

Objective
The learner will arrange in chronological order designated events that occurred during the Siege of Petersburg.

Standards of Learning Objectives
Social Studies: 9.3, 10.1, 11.11, 11.12, 12.2

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
See military operations listed.

Procedure
The teacher will allow the students to draw a timeline and identify on the timeline the major military operations during the Siege of Petersburg.

Key
Old Men and Young Boys' Defense of Petersburg (June 9, 1864)
The Battle for Petersburg (June 15-18, 1864)
The Battle of Jerusalem Plank Road (June 21-23, 1864)
The Battle of the Crater (July 30, 1864)
The Battle of Weldon Railroad (August 18-21, 1864)
The Battle of Reams Station (August 25, 1864)
The Beefsteak Raid (September 14-18, 1864)
The Battle of Peebles' Farm (September 30 - October 2, 1864)
The Battle of Boydton Plank Road/Burgess' Mill (October 27, 1864)
The Apple Jack Raid (December 7-12, 1864)
The Battle of Hatcher's Run (February 5-7, 1865)
The Battle of Fort Stedman (March 25, 1865)
The Battle of Five Forks (April 1, 1865)
The Battle of Fort Gregg (April 2, 1865)
The Battle of Sutherland Station (April 2, 1865)

Alternatives
The teacher may wish to allow students to construct various timelines, such as: Civil War Battles in Virginia, Major Civil War Battles, Major Battles in the Eastern Theater, Major Battles in the Western Theater, and Major Events Leading Up To the Civil War.

Battle Chart

Pre-Visit Activity	Secondary Level

Objective
The learner will compare two or more battles during the Siege of Petersburg.

Standards of Learning Objectives
Language Arts: 9.3, 10.8, 11.3, 11.4, 12.2
Social Studies: 11.9, 11.12, 12.12

Materials
Reference Library Materials, Writing Materials, Charts or Poster Boards, Colored Markers

Key Vocabulary
Select from *War Terms* section.

Procedure
The teacher will allow the students to:
1. Research two or more battles during the Siege of Petersburg.
2. Present their research in the form of a chart that shows causes, similarities, major differences, leaders, durations, and results of the battles. (A comparison between the Battle of the Crater and the Battle of Fort Stedman is suggested.)

What Went Wrong?

Pre-Visit Activity **Secondary Level**

Objectives
The learner will justify or criticize Generals Grant and Meade's decision not to allow the black troops of the 4th Division, IX Corps, Army of the Potomac, to lead the attack after the mine exploded at the Battle of the Crater.

The learner will show how divergent viewpoints have influenced historical events and decisions.

Through dramatization, the learner will make officers answerable for the Union's failure at the Battle of the Crater.

Standards of Learning Objectives
Language Arts: 9.3, 10.8, 11.1, 11.2, 11.3, 12.2
Social Studies: 9.6, 10.1, 10.13, 11.2, 11.4, 12.2, 12.3

Materials
Reference Library Materials; Period Clothing (if desired for dramatization), Writing Materials (including index cards); *The Last Citadel*, Chapter 6, by Noah Andre Trudeau

Key Vocabulary
Names of Officers and Witnesses, Elliott's Salient, Mine, Tunnel, Ventilation, Chimney, Draft, Crater, Cemetery Hill, Artillery, Countermine, U. S. Colored Troops, 48th Pennsylvania Regiment, Conduct of War, Reinforcements, Engineer Corps, Testimony, Inquiry, Richard Pegram, William Mahone, Robert Potter, Joint Committee

Procedure
The teacher will allow the students to:
1. Research the events of the Battle of the Crater.
2. Critically analyze the Union's use of black troops.
3. Analyze the testimonies before the Official Court.
4. Differentiate between the testimonies of various witnesses to generate detail with accuracy and completeness on the failure of the actions at the Crater.
5. Volunteer to participate in a dramatization of the Official Court of Inquiry on the mine, using these directions:

Directions
Using the *The Last Citadel: Petersburg, Virginia, June 1864 - 1865* by Noah Trudeau as an outline for quotes (questions and answers), Joint Committee Members will direct questions to officers being investigated and witnesses. After the various testimonies, the Joint Committee will render its findings and opinion.

Information for the Dramatization of the Court of Inquiry

Officers Under Investigation at the Court of Inquiry

1. Maj. Gen. Ambrose E. Burnside, 9th Army Corps
2. Brig. Gen. James H. Ledlie, 1st Div., 9th Army Corps
3. Brig. Gen. Edward Ferrero, 4th Div., 9th Army Corps
4. Col. Z. R. Bliss, 7th Rhode Island Volunteers
5. Brig. Gen. Orland B. Wilcox, 3rd Div., 9th Army Corps

Witnesses at the Court of Inquiry

1. Lt. Gen. Ulysses S. Grant, commanding all Union armies in the fields
2. Lt. Col. Henry Pleasants, 48th Pennsylvania Regiment
3. Maj. Gen. George Meade, Army of the Potomac
4. Maj. J. C. Duane, Chief of Engineer Corps, Army of the Potomac
5. Maj. George M. Randall, 14th New York Heavy Artillery
6. Surgeon O. P. Chubb, 20th Michigan
7. Brig. Gen. Robert B. Potter, 2nd Div., 9th Army Corps
8. Maj. Gen. E. O. C. Ord, 18th Army Corps
9. Maj. Gen. Gouverneur K. Warren, 5th Army Corps
10. Brig. Gen. Simon B. Griffin, 2nd Brigade, 2nd Division, 9th Army Corps
11. Brig. Gen. John F. Hartranft, 3rd Div., 9th Army Corps

Alternative to Pre-Visit Activity

Students may write their statements (testimonies) on index cards and conduct the "Court of Inquiry" at Petersburg National Battlefield during the course of a field trip. A possible location could be the Union camp at Tour Stop 3.

Song Analysis

Pre-Visit Activity	Secondary Level

Objective
The learner will study a song from a selected historic event and editorialize on its importance to a particular event of that time.

Standards of Learning Objectives
Language Arts: 9.2, 9.3, 10.8, 11.3
Social Studies: 9.3, 10.1, 11.3, 12.3

Materials
Song Analysis Activity Sheet, Reference Library Materials

Key Vocabulary
Gregorian Chant, Droning, Rhythm, Regiment, Division

Procedure
The teacher will allow the students to:
1. Analyze the life and times of the black troops who sang the song (chant).
2. Critique the words of the song with interpretation of the Battle of the Crater.
3. Present a narrative account of the Battle of the Crater.
4. Participate in a discussion involving different perspectives from various accounts of the Battle of the Crater.

Song Analysis

The Chant

We-e looks li-ike me-en a-a-marchin' on,
We looks li-ike men-er-war.

First one man would begin it, then a few in his immediate group took it up, until the entire regiment or even the whole division could be heard droning the slow, steady rhythm that sounded like a Gregorian chant.

Source

The Petersburg Campaign: The Battle of the Crater, "The Horrid Pit" June 25 - August 6, 1864. Michael A. Cavanaugh and William Marvel.

Directions

This chant was created by the Fourth Colored Division of the IX Corps led by General Edward Ferrero. Initially, these black troops were to lead the attack that was to become known as the "Battle of the Crater," after the mine exploded. Compare the effects of this chant on the black troops and white troops of the Ninth Corps of Army of the Potomac.

Character Analysis

Pre-Visit	Secondary Level

Objective
The learner will create a fictional character from the Siege of Petersburg to present to the class using a multimedia presentation.

Standards of Learning Objectives
Language Arts: 11.2, 11.9
Social Studies: 9.3, 10.11, 11.4, 12.2

Materials
Reference Library Materials, Writing Materials, Art Supplies, Props

Key Vocabulary
Select vocabulary from *War Terms* section.

Procedure
The teacher will allow the students to include a poem, song, cartoon, poster, skit, or any combination created to describe the typical Confederate and/or Union soldier. The students may work alone or in groups.

Idealist or Pragmatist?

Pre-Visit Activity	Secondary Level

Objective
The learner will analyze military leaders during the Siege of Petersburg assessing whether they were pragmatic or idealistic.

Standards of Learning Objectives
Social Studies: 9.8, 10.1, 11.12, 12.3

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
Names of Military Leaders, Pragmatic, Idealistic

Procedure
The teacher will allow the students to:
1. Develop a list of military leaders during the Siege of Petersburg.
2. Research each leader's military career in order to assess which were idealistic and which were pragmatic.
3. Choose the most pragmatic and the most idealistic leaders.
4. Defend their answers and analyze which type of leader had the most influence.

Background
Listed below are some of the military leaders involved in the Siege of Petersburg:
Lt. Gen. Ulysses S. Grant
Maj. Gen. George G. Meade
Maj. Gen Winfield S. Hancock
Maj. Gen Ambrose E. Burnside
Lt. Col. Henry Pleasants
Brig. Gen. Edward Ferrero
Maj. Gen. Philip H. Sheridan
Maj. Gen. Benjamin F. Butler
Maj. General William "Baldy" F. Smith
Brig. Gen. Edward W. Hinks
Maj. Gen. Gouverneur K. Warren
Gen. Robert E. Lee
Lt. Gen. James Longstreet
Maj. Gen. John B. Gordon
Lt. Gen. Ambrose P. Hill
Maj. Gen William Mahone
Maj. Gen. Wade Hampton
Maj. Gen. Fitzhugh Lee
Gen. P. G. T. Beaureguard
Maj. Gen. George E. Pickett

Care of the Wounded

Pre-Visit Activity	Secondary Level

Objective
The learner will describe the Union's Depot Field Hospital at City Point, Virginia, in terms of cleanliness, size, equipment, and types of diseases and wounds treated during the Siege of Petersburg.

Standards of Learning Objectives
Language Arts: 10.9, 11.2
Social Studies: 9.8, 10.5, 11.2

Materials
Reference Library Materials, Medical Props, Period Clothing

Key Vocabulary
Ambulance, Amputation, Anesthesia, Chloroform, Dysentery, Minie Ball, Morphine, Scalpel, Sutures, Tourniquet, Typhoid Fever, Forceps, Surgeon's Saws, Litter, Field Hospital, Sponge, United States Sanitary Commission, United States Christian Commission, Diet Kitchen, Convalescents, Dispensary, Embalm, Stockade Pavilions, Sanitation, Surgeon

Procedure
The teacher will allow the students to:
1. Research the Depot Field Hospital and Civil War medicine.
2. Dramatize a scene from the hospital to illustrate the effects of the Civil War upon a soldier as seen through the eyes of a military doctor. The presentation will demonstrate the function and operation of the medical facility.

Background
The Depot Field Hospital was perhaps the largest and finest field hospital of the Civil War. It covered an area of some 200 acres and at peak periods handled up to 10,000 patients. In the summer and fall of 1864, the hospital was composed entirely of tents--1,200 in all. In the winter, these tents were replaced with 90 large "stockade pavilions."

The Depot Field Hospital did not at all fit the stereotyped image of a Civil War field hospital: dirty, overcrowded, and undersupplied. It was, in fact, an excellent facility. Because of the static military situation on the Petersburg front, the Depot Field Hospital was able to develop amenities not possible at other temporary installations. Among other things, these special features included: a water tower and plumbing system with pipes to all segments of the hospital; a steam laundry capable of washing 7000 pieces of laundry a week; high, medium, and low diet kitchens

for convalescents unable to eat regular army fare; dining halls and bath houses; property rooms and embalming establishments; dispensaries, administrative buildings, warehouses, churches, prisons, and wharves. Soldiers slept in wall tents, six to a tent. Each man had his own bed, over which usually hung a framed picture cut from *Harper's Weekly* or perhaps a religious print. Beside each bed was a table with a basin of water for washing and a *Bible* or newspaper for reading. Food and other necessary materials were always in abundant supply. What the army could not furnish, private organizations such as the United States Christian Commission and United States Sanitary Commission did.

Medical care and sanitation, though far short of what we would expect today were, by the standards of that day, superb. Nearly every surgeon in the Union army had received medical training at a university and each of them had been required to pass a state medical examination. Sanitation too was a high order. The camp was policed daily for trash by work details composed of convalescent soldiers, and the wards and the kitchens were kept spotlessly clean. All in all, the Depot Field Hospital was a model of sanitation and efficiency. Overy ninty percent of the patients who made it to the Depot Field Hospital did survive!

Contrary to popular belief, the number of women working at field hospitals was limited and at City Point, at least, their roles were well defined. Women working at the hospital generally fit into one of three categories: United States Sanitary Commission, state relief agency, or independent volunteer. Women working for the United States Sanitary Commission or one of the state relief agencies might be engaged in distributing supplies--food, clothing, sewing kits, etc.--to the soldiers. Many, if not most, of the women working at the Depot Field Hospital worked in the diet kitchens. The Sanitary and Christian Commissions each operated several special diet kitchens at the hospital for sick and wounded soldiers unable to eat standard army fare. A typical dinner included items such as: roast beef, shad, veal broth, stewed oysters, beef tea, mashed potatoes, lemonade, apple jelly, farina pudding, tomatoes, tea, coffee, toast, gruel, scalded milk, crackers, cherry cobbler, and roast apples.

Though women frequently visited soldiers in the wards and might on occasion perform some nursing activities, they were not technically nurses (though many called themselves that). Nursing at the Depot Field Hospital and at most field hospitals was done exclusively by soldiers. Male nurses were drawn from three basic sources: convalescing patients able to do light chores but not yet fit enough to carry a gun, musicians, and soldiers taken from fighting units and placed on special detail at the hospitals.

Credit is given to Donald C. Pfanz, Park Ranger/Historian at Petersburg National Battlefield, 1985-1988, for the background section of this activity.

Numbers and Losses

Pre-Visit Activity	Secondary Level

Objective
The learner will analyze, interpret, and evaluate a variety of graphic information.

Standards of Learning Objectives
Social Studies: 9.3, 11.13, 12.12

Materials
Writing Materials, Numbers and Losses Activity Sheet

Key Vocabulary
Missing in Action, Battle, Desertions, Mortally Wounded, Horizontal Axis, Vertical Axis, Prisoner of War, Enlistment

Procedure
The teacher will allow the students to:
1. Use a variety of statistical information that details the available number of losses for North and South in order to formulate a bar graph.
2. Answer a variety of appropriate questions relating to the numbers and losses for North and South.

Numbers and Losses

Comparison Graphs

Study the Chart below in order to compare the numbers and losses of North and South during the Civil War. Then, construct two bar graphs (North and South) that depict the following information:

Vertical Axis: Numbers represented in the thousands

Horizontal Axis: Killed in Battle, Died of Wounds, Died of Disease, Missing in Action, Wounded (Not Mortally), Died in Prison

Enlistments

Union.....2,893,304

Confederate.....between 1,277,890 and 1,406,180

	North	South
Total Hit in Battle	385,100	320,000
Total Battle Deaths	110,100	94,000
Killed in Battle	67,100	54,000
Died of Wounds	43,000	40,000
Wounded (not mortally)	275,000	226,000
Missing in Action	6,750	-------
Captured	211,400	462,000
Died in Prison	30,200	26,000
Died of Disease	224,000	60,000
Other Deaths	34,800	-------
Desertions	199,000	83,400

Sources: The Civil War Centennial Handbook by William H. Price
Medicine of the Civil War by Paul Steiner

Questions

1. What was the total of those **hit in battle**?
   North _____ South _____
2. What percentage of the **total battle deaths** were **killed in battle**? North _____ South _____
3. How many Southern troops were **captured** during the war?
   _____ How does this compare with the North? _____
   _____
4. How many more Northerners **died of disease** than Southerners?
   _____
5. How many troops **deserted**? Southern _____ Northern _____
6. Of the **total Union enlistments**, what percentage is recorded as **missing in action**? _____

Late Night News
Live at Battery Five

Pre-Visit and Field Trip Activity	Secondary Level

Objective
The learner will relate accounts of events as they occur with accuracy and completeness to enhance meaning or understanding, while informing and answering questions which pertain to that current situation.

Standards of Learning Objectives
Language Arts: 11.2, 11.3
Social Studies: 9.5, 10.11, 11.4, 12.10

Materials
Reference Library Materials; *The Last Citadel* by Noah Andre Trudeau; *Wasted Valor, June 15-18, 1864* by Thomas J. Howe; Props for Broadcast

Key Vocabulary
P. G. T. Beauregard, Winfield S. Hancock, William F. "Baldy" Smith, Ulysses S. Grant, George Gordon Meade, David Birney, James Dearing, Edward Hinks, United States Colored Troops, Earthworks, Dimmock Line, Petersburg, Battery 5, Confederates, Federals, Harrison's Creek

Procedure
Prior to the field trip, the teacher will allow the students to:
1. Research the opening day of battle for Petersburg, June 15, 1864.
2. Divide into groups of seven, each group consisting of one on-the-scene reporter and six soldiers. (Alternative: Allow seven students to volunteer to do a single broadcast, instead of requiring every student to participate.)
3. Pretend that television existed at a time when it did not
4. Pretend that they are historical military figures doing a live television broadcast at Battery 5, Petersburg.
5. Practice and refine their news broadcasts in the classroom prior to the field trip.

The teacher will call the park to make field trip reservations for the *Late Night News: Live at Battery 5 Program* using the procedure described in this resource guide.

Outline of Program

I. Welcome and Introduction to Petersburg National Battlefield

II. Battery 5 Tour
   A. Introduction
   B. Back in Time
   C. Artillery Display
   D. Battery Five

III. Late Night News: Live at Battery 5
Each group will be given 10 to 15 minutes to present its news broadcasts. If only one group is doing a presentation, that group will be allowed 30 minutes. Weather permitting, these broadcasts will take place at the rear of Battery 5 (Tour Stop 1).

Length of Program

One and a Half Hours

Medicinal Uses of Plants

Pre-Visit and Field Trip Activity	Secondary Level

Objective
The learner will analyze the medicinal uses of certain plants, roots, and other flora during the Civil War.

Standards of Learning Objectives
Social Studies: 11.2, 11.13

Materials
Medicinal Uses of Plants Activity Sheets (Directions, Word Search Puzzle, Illustrations), Reference Library Materials (*Eastern Central Medicinal Plants* by Steven Foster and James Duke, *Handbook of Plant and Ornament from Early Herbals* by Richard Hatton, *Newcomb's Wildlife Guide* by Lawrence Newcomb, and *The Herb Book* by John Lust), Large Index Cards, Pens, Colored Pencils (if students wish to color their illustrations)

Key Vocabulary
Flora, Roots, Medicinal

Procedure
Prior to the field trip, the teacher will allow the students to:
1. Research and analyze the uses of certain plants, roots, and flora during the Civil War.
2. Make identification records on large index cards for at least ten of the plants, roots, and flora listed on the activity sheet. Each record will include: Common Name, Scientific Name, Family, Where Found, Description, and Medicinal Purposes.
3. Complete the word search puzzle.

During the field trip, the teacher will allow the students to:
1. Walk various trails, looking for and identifying plants, roots, and flora used for medicinal purposes during the war.
2. Mark each plant found on their illustration sheets.

Warnings
1. Federal law prohibits walking on earthworks. Students should walk only on designated trails.
2. Federal law prohibits the removal of any plant life.
3. Some plants may be fatal if swallowed.
4. Beware of poison ivy.

Medicinal Uses of Plants

Directions

Below is a chart of plants, roots, and flora used for medicinal purposes during the Civil War.

Medicinal Flora

Black Raspberry
Cardinal Flower
Christmas Fern
Common Milkweed
Common Nightshade
Creeping Wood-Sorrel
Devil's Walking Stick
Feverfew
Flowering Dogwood
Foxglove
Fragrant
Indian Hemp
Jack-in-the-Pulpit
Jimsonweed
Mayapple
Mistletoe
Poisonflower
Persimmon
Pink Lady's Slipper
Poison Hemlock
Pokeweed
Redbud
Sassafras
Sawbrier
Shortleaf Pine
Skunk Cabbage
Staghorn Sumac
Sweetbay
Sweetgum
Trout Lily
Turtlehead, Balmony
Virginia Mountain Mint
Virginia Snake Root
Wrinkled Rose
Yaupon Holly
Yellow Jessamine
Yellow Lady's Slipper
Yucca, Soapweed

Activity #1: Plant Identification Records

Select ten or more of the plants, roots, and flora listed. Using the example below, make a Plant Identification Record for each.

Common Name: Sweetgum
Scientific Name: Liquidambar styraciflua L.
Family: Witch-hazel Family
Where Found: Moist woods, bottomland, along waterways. SE Conn. to Fla., Mexico, Cen. America, Texas, Mo. to Ill.
Description: Tree. Outer branches often corky-winged. Leaves shiny, star-shaped or maple-like with 5-7 lobes; lobes pointed, toothed; leaves pine-scented when rubbed or crushed.
Medicinal Uses: Gum or balsam was traditionally chewed for sore throats, coughs, colds, diarrhea, dysentery, ringworm; used externally for sores, skin ailments & wounds.

Activity #2: Word Search Puzzle

Using the word search puzzle, locate each plant, root or flora listed on the Medicinal Flora Chart and draw a line under it. Terms are horizontal and reverse horizontal.

Activity #3: Field Trip

Take your plant identification records and illustrations sheets with you to the Battlefield. If you have any field guidebooks bring them along for identification purposes. As you walk along the trails, look for the various plants, roots, and flora illustrated on your sheets. Place a check beside the ones you locate. You may also note and illustrate other medicinal plants which have not been illustrated on your activity sheets.

Medicinal Uses of Plants

Word Search Puzzle

T R U S E D G T A B R E D B U D E F E V E R F E W S O X C S A W D
I S E W A N H Y B R E D G G T Q M U F R Y D R T N F C A G B S K O
R G H J K P O K E W E E D S R Y H N G T U B Y I O T U N G K Y P L
S E R T R O U T L I L Y R Y N H S E B Y I U D E L I D E B R L I N
M E T Y N D E S W O P F R S E F T Y U N U D R T U B G T H J K O P
E A I N D I A N H E M P R E I R B W A S T O M A Y A P P L E T Y G
U R Y E G F G Y H N D F O X G L O V E T H K I N G F R D E R G T Y
W R I N K L E D R O S E B M I S T L E T O E E R G B H J K L P O W
E R F F T P R T U J H N V F R P O I S O N F L O W E R I L P J Y F
E R G Y R T N S N O M M I S R E P P O I S O N I E M L O C K U I l
Y Y W R I N K L E D D O G A B C D E F G H I J K L M N O P Q R S T
T E A C H E R S I N R A N G E R S I N P A R T N E R S H I P I N C
J A C K I N T H E P U L P I T T U J K O L I K H J I K L H N Y T G
T G T H U J J I M S O N W E E D G B L A C K R A S P B E R R Y I O
C H R I S T M A S F E R N Y U C C A S O A P W E E D F T G H J K L
R F V B H A W C D G B N M J K L A S D F R G B D S W E E T B A Y U
D S W E E T G U M G T H N J K L P O Y E L L O W J E S S A M I N E
T N I M N I A T N U O M A I N I G R I V T H O L P M G T H N D E R
O P T G H K M H B D E F G V B G H Y G T F D G C O M M O N M U L L
D F G B H N J C O M M O N M U L L E I M H I K N M D C F G T U I M
J K L A S D C F R G H T B D C O M M O N N I G H T S H A D E L O K
F R D F G B D E S D C F V A W Q E M K L O P F Z X S W R F P E R T
J U I K Z P E R S I M M O N J U Z A S G T H D E S C G T H I H J M
F S D P I N K L A D Y S S L I P P E R S H O R T L E A F P I N E U
Y E L L O W L A D Y S S L I P P E R C O M M O N M I L K W E E D J
U J K I K N G H B F R D G T Y H B D W A S J K L P O M N Y T H G E
V G B R S A X Z C V B T S T A G H O R N S U M A C G Y H J N M K L
S W X C D F R P O I S O N H E M L O C K F G H B R T C D D S A X C
K Y H N M F F R G H B D S W E N M J G C A R D I N A L F L O W E R
P S W D C G B V R E H J I K L O T U R T L E H E A D B A L M O N Y
U U J N M G T F E R D S E C F G B H J N E D F A O X C L P U I N T
J K L C R E E P I N G W O O D S O R R E L P L I O M J H U J U I K
T F R D V G B H N J M E S R T Y F S W Q X F V G N M K L P O S D C
S A R F A S S A S A F R J I S E D R Y H L R E R F H G U I P A H T
A R T S N B W O P L E R T Y N D V I R G I N I A S N A K E R O O T
T F F G P T Y N H D R R W Q D E V I L S W A L K I N G S T I C K T
R E I R B W A S U J I Y A U P O N H O L L Y F R A G R A N T U J K
F S K U N K C A B B A G E F L O W E R I N G D O G W O O D T U R T

Medicinal Uses of Plants
Word Search Puzzle

T R U S E D G T A B R E D B U D E F E V E R F E W S O X C S A W D
I S E W A N H Y B R E D G G T Q M U F R Y D R T N F C A G B S K O
R G H J K P O K E W E E D S R Y H N G T U B Y I O T U N G K Y P L
S E R T R O U T L I L Y R Y N H S E B Y I U D E L I D E B R L I N
M E T Y N D E S W O P F R S E F T Y U N U D R T U B G T H J K O P
E A I N D I A N H E M P R E I R B W A S T O M A Y A P P L E T Y G
U R Y E G F G Y H N D F O X G L O V E T H K I N G F R D E R G T Y
W R I N K L E D R O S E B M I S T L E T O E E R G B H J K L P O W
E R F F T P R T U J H N V F R P O I S O N F L O W E R I L P J Y F
E R G Y R T N S N O M M I S R E P P O I S O N I E M L O C K U I 1
Y Y W R I N K L E D D O G A B C D E F G H I J K L M N O P Q R S T
T E A C H E R S I N R A N G E R S I N P A R T N E R S H I P I N C
J A C K I N T H E P U L P I T T U J K O L I K H J I K L H N Y T G
T G T H U J J I M S O N W E E D G B L A C K R A S P B E R R Y I O
C H R I S T M A S F E R N Y U C C A S O A P W E E D F T G H J K L
R F V B H A W C D G B N M J K L A S D F R G B D S W E E T B A Y U
D S W E E T G U M G T H N J K L P O Y E L L O W J E S S A M I N E
T N I M N I A T N U O M A I N I G R I V T H O L P M G T H N D E R
O P T G H K M H B D E F G V B G H Y G T F D G C O M M O N M U L L
D F G B H N J C O M M O N M U L L E I M H I K N M D C F G T U I M
J K L A S D C F R G H T B D C O M M O N N I G H T S H A D E L O K
F R D F G B D E S D C F V A W Q E M K L O P F Z X S W R F P E R T
J U I K Z P E R S I M M O N J U Z A S G T H D E S C G T H I H J M
F S D P I N K L A D Y S S L I P P E R S H O R T L E A F P I N E U
Y E L L O W L A D Y S S L I P P E R C O M M O N M I L K W E E D J
U J K I K N G H B F R D G T Y H B D W A S J K L P O M N Y T H G E
V G B R S A X Z C V B T S T A G H O R N S U M A C G Y H J N M K L
S W X C D F R P O I S O N H E M L O C K F G H B R T C D D S A X C
K Y H N M F F R G H B D S W E N M J G C A R D I N A L F L O W E R
P S W D C G B V R E H J I K L O T U R T L E H E A D B A L M O N Y
U U J N M G T F E R D S E C F G B H J N E D F A O X C L P U I N T
J K L C R E E P I N G W O O D S O R R E L P L I O M J H U J U I K
T F R D V G B H N J M E S R T Y F S W Q X F V G N M K L P O S D C
S A R F A S S A S A F R J I S E D R Y H L R E R F H G U I P A H T
A R T S N B W O P L E R T Y N D V I R G I N I A S N A K E R O O T
T F F G P T Y N H D R R W Q D E V I L S W A L K I N G S T I C K T
R E I R B W A S U J I Y A U P O N H O L L Y F R A G R A N T U J K
F S K U N K C A B B A G E F L O W E R I N G D O G W O O D T U R T

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Medicinal Uses of Plants
Illustrations

BLACK RASPBERRY [ ]

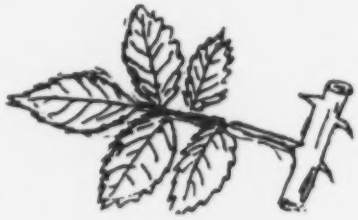
CARDINAL FLOWER [ ]

CHRISTMAS FERN [ ]

COMMON MILKWEED [ ]

COMMON NIGHTSHADE [ ]

CREEPING WOOD SORREL [ ]



DEVIL'S WALKING STICK [ ]

FEVERFEW [ ]

FLOWERING DOGWOOD [ ]

FOXGLOVE [ ]

INDIAN HEMP [ ]

JACK-IN-THE-PULPIT [ ]

MISTLETOE [ ]

PERSIMMON [ ]

PINK LADY'S SLIPPER [ ]

POISON HEMLOCK [ ]

POKEWEED [ ]

REDBUD [ ]

SASSAFRAS [ ]

SAWBRIER [ ]

SKUNK CABBAGE [ ]

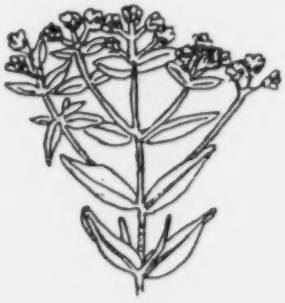
STAGHORN SUMAC [ ]

SWEETBAY [ ]

SWEETGUM [ ]

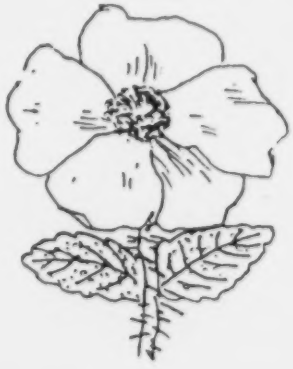
TROUT LILY [ ]

TURTLEHEAD [ ]



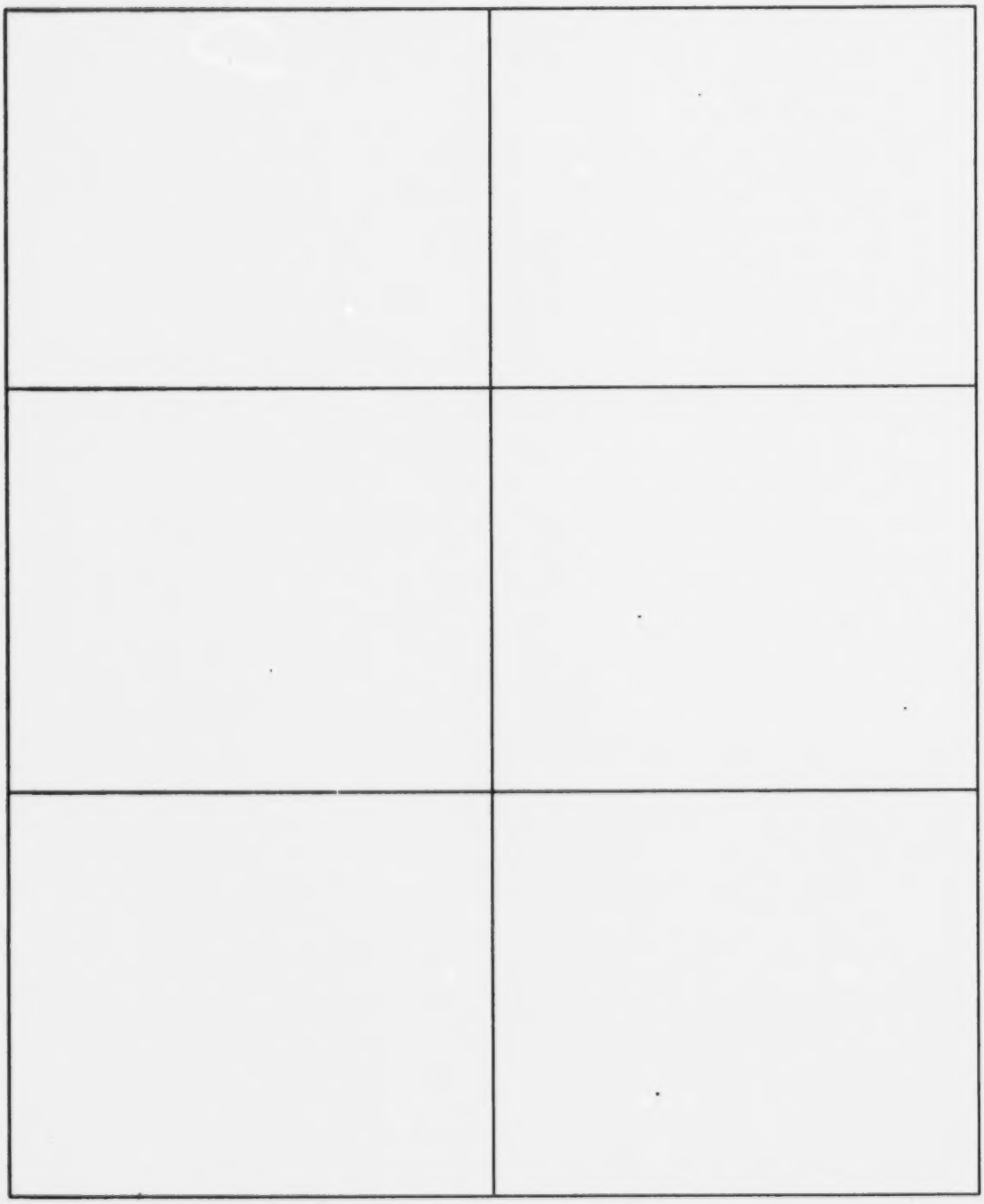
VIRGINIA MOUNTAIN MINT [ ]

VIRGINIA SNAKEROOT [ ]



WRINGLED ROSE [ ]

YAUPON HOLLY [ ]



Tour Guide Pamphlet

Post-Visit Activity	Secondary Level

Objective
The learner will develop alternative formats for presenting information.

Standards of Learning Objectives
Art: AA.1, AA.8
Language Arts: 9.5, 10.4, 10.7, 12.4, 12.6
Social Studies: 9.3, 9.12, 10.13, 11.9, 11.11, 11.13

Materials
Tour Guide Pamphlet Activity Sheet, Reference Library Materials, Writing Materials, Art Supplies

Key Vocabulary
Select vocabulary from *War Terms* section.

Procedure
The teacher will allow the students to:
1. Participate in a field trip to the Petersburg National Battlefield.
2. Develop a tour guide pamphlet of the Petersburg National Battlefield.
3. Collect, organize, analyze, interpret, and synthesize information from reliable primary and secondary sources.
4. Write short articles, paragraphs, and outlines about the Battlefield.
5. Provide written documentation of the history of the Battlefield.

Tour Guide Pamphlet

Directions
Develop a tour guide pamphlet of the Petersburg National Battlefield. Embellish the pamphlet with art work.

I. **Cover Page (Page One)**
Draw a scene from the Siege of Petersburg and write a brief description underneath it.

II. **Page Two**
Construct a timeline of events leading to the end of the long siege around Petersburg. The timeline will span from the Battle of the Wilderness (May 5-7, 1864) to Lee's retreat from Petersburg (April 2-3, 1865).

III. **Page Three**
Draw a map of the Siege of Petersburg that indicates the events identified in the timeline. The map is to include a title, legend, and scale. Using different colors, show the locations of Northern troops and Southern troops at the time of the Battle of the Crater.

IV. **Page Four**
Briefly outline the Siege of Petersburg by using six events indicated on **your** map as the main topics. Develop a creative title for the outline.

Create Your Own Battlefield Museum

Post-Visit Activity	Secondary Level

Objective
The learners will create their own museum by making replicas of items that would have been found at the Siege of Petersburg.

Standards of Learning Objectives
Art: AF.9, AA.6, AA.7, AA.9
Social Studies: 9.3, 9.4, 9.12, 10.1, 11.9, 12.12

Materials
Reference Library Materials, Art Supplies, Construction Materials

Key Vocabulary/Museum Items
Artillery Ammunition, Gunner's Quadrant, Thumbstall, Lanyard, Tow-Hook, Bullets, Canteens, Hardtack Box, Gabion, Signal Flags, Swords, Photographs, Cooking Utensils, Eating Utensils, Temporary Grave Marker, Playing Cards, Dominos, Newspaper, Letters, Uniforms, Pocket New Testament

Procedure
The teacher will allow the students to:
1. Participate in a field trip to Petersburg National Battlefield.
2. Develop replicas of items viewed at the park's museum.
3. Develop a tour of their museum and present it to others.

Dear Diary

Post-Visit Activity	Secondary Level

Objective
The learner will pretend to be a Union or Confederate soldier during the opening battle for Petersburg (June 15-18, 1864) and will write four passages (one for each day) in a diary about his experiences.

Standards of Learning Objectives
Language Arts: 9.5, 12.4
Social Studies: 9.11, 10.13, 11.3, 12.3

Materials
Reference Library Materials, Writing Materials

Key Vocabulary
Confederate Battery 5, Dimmock Line, William Smith, Edward Hinks, James Dearing, George Meade, Harrison's Creek, Winfield Hancock, David Birney, P. G. T. Beauregard, United States Colored Troops, Earthworks, First Maine Heavy Artillery

Procedure
The teacher will allow the students to write passages in their imaginary diaries expressing their feelings about what they saw, heard, and did during the Battle for Petersburg from June 15-18, 1864.

Siege Line Editorials

Post-Visit Activity	Secondary Level

Objective
The learner will write several editorials that might have appeared in newspapers published during the Siege of Petersburg.

Standards of Learning Objectives
Language Arts: 9.5, 10.3, 10.4, 12.4, 12.5
Social Studies: 11.2, 11.3, 11.9, 11.12, 12.12

Materials
Reference Library Materials, Writing Materials

Vocabulary
Select vocabulary from *War Terms* section.

Procedure
The teacher will allow the students to:
1. Read original copies or reprints of newspapers that were printed during the Siege of Petersburg.
2. Write several editorials that might have appeared in these particular newspapers. Suggested topics for editorials are: Union's failure to capture Petersburg (June 15-18, 1864), Union's failure at the Crater, Confederates' failure at Fort Stedman, the Beef Steak Raid, and the fall of Petersburg.

Newspapers of the Period
Atlanta Constitution
Bangor Whig & Courier
Boston Evening Transcript
Boston Journal
Charleston Daily Courier
Charleston Mercury
Columbia Daily South Carolinian
Columbus Daily Enquirer
Columbus Daily Sun
Columbus Times
Daily Confederate
Daily Constitutional
Detroit Advertiser & Tribune
Harper's Weekly
Frank Leslie's Illustrated Newspaper
Hillsborough Recorder
Macon Daily Telegraph
Montgomery Daily Mail
National Tribune
New Haven Journal & Courier
New York Herald
New York Independent
New York Times
New York Tribune
Petersburg Daily Express
Philadelphia Inquire
Philadelphia Ledger
Philadelphia Weekly Press
Philadelphia Weekly Times
Richmond Enquirer
Richmond Examiner
Richmond Whig
Rochester Daily Union
Rutland Herald
Tobacco Plant
Washington Post
Weekly Confederate
Western Democrat
Wyndham Co. Transcript

Learning By Computer

Post-Visit Activity	Secondary Level

Objective
The learner will design a computer game on the Battle of the Crater to interpret what happened during the battle.

Standards of Learning Objectives
Social Studies: 9.3, 11.4, 12.2

Materials
Reference Library Materials, Computer

Key Vocabulary
Mine, Tunnel, Crater, Countermine, Artillery, Elliott's Salient, William Mahone, Henry Pleasants, James Ledlie, Ambrose Burnside, Edward Ferrero, United States Colored Troops, Federals, Confederates, South Carolinians, Virginians, IX Corps

Procedure
The teacher will allow the students to design a computer game that demonstrates their interpretation of the Battle of the Crater.

Historical Comic Book

Post-Visit Activity	Secondary Level

Objective
The learner will develop a comic book that portrays camp life during the Siege of Petersburg.

Standards of Learning Objectives
Art: AF.1, AA.1
Social Studies: 9.3, 10.1, 11.5, 12.2

Materials
Reference Library Materials, Writing Materials, Art Supplies

Key Vocabulary
Hardtack, Dog Tent, Rations, Johnny Reb, Billy Yank

Procedure
The teacher will allow the students to develop a comic book that describes various aspects of camp life (Union or Confederate) during the Siege of Petersburg.

Background
The Civil War, a war of over 600,000 casualties, was no laughing matter. Soldiers lacked antibiotics and nutritional food. They had no televisions, radios, or video games to entertain them as they struggled to survive four years of battles and boredom.

Soldiers often played games, wrote letters, sang songs, and told jokes to keep busy as they watched for the enemy. In old letters and diaries, the humor stands out. Many soldiers joked about their rations, especially hardtack. Often they made humorous comments about the enemy.

One Federal officer said to his men, "Boys, I was eating hardtack and bit into something soft," to which they replied, "What was it, a worm?" The officer replied, "No, a ten penny nail."

S. B. Cummins, 151st Regiment, New York Volunteers, wrote the following lines in a letter to his parents on February 26, 1865, from the Weldon Railroad. "There is not much news to write unless I tell you about the Rebels deserting and coming in our lines. They come in like pigeons. They come in from one to thirty a squad and some has come in with a four-mule team and a wagon."

Although soldiers lacked food, medicine, and adequate shelter, they certainly did not lack a sense of humor. Often, laughter was the only medicine available to these soldiers.

Friendly Persuasion

Post-Visit Activity	Secondary Level

Objective
The learner will select a problem to express his feelings about the Siege of Petersburg and create a (horse) buggy sticker.

Standard of Learning Objectives
Social Studies 9.6, 10.13, 11.2, 12.2

Materials
Strips of Paper (size of a bumper stickers), Colored Markers

Key Vocabulary
Select vocabulary from *War Terms* section.

Procedure
The teacher will allow the students to:
1. Convey their feelings about the Siege of Petersburg.
2. Identify a problem confronted by the Confederate and/or Union soldiers.
3. Express what should be done about the problem in the form of a buggy sticker.

The Final Countdown

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The Final Countdown

A Teacher's Tour Guide
To Petersburg National Battlefield

"We must destroy this Army of Grant's
before he gets to the James River. If he
gets there it will become a siege
and then it will be a mere question of time."

General Robert E. Lee

The Final Countdown

On July 3, 1926, the United States Congress set aside Petersburg National Battlefield " . . . to commemorate the campaign and siege and defense of Petersburg, Virginia in 1864 and 1865; to preserve for historical purposes the breastworks, earthworks, walls, or other defenses or shelters used by the armies therein . . ." Today Petersburg National Battlefield is made up of six major units and contains 2,460 acres.

Battlefield Tour

The Park Tour Road is a four-mile, one-way, driving tour of the Petersburg Unit. In addition to wayside exhibits and audio stations, Tour Stops 1, 3, 5, and 8 have short, interpretive walking trails.

Tour Stop 1: Visitor Center and Battery 5

Visitor Center

Note to Teacher: At the Visitor Center, there is a three-dimensional map presentation of the military operations during the Siege of Petersburg. It is shown on the hour and half-hour. Also housed in the Visitor Center are the museum and bookstore. For your convenience, there are restroom facilities and a water fountain downstairs.

Battery 5

Early in the Civil War, the South realized the importance of Petersburg to the Confederacy. Its five rail lines, location on the Appomattox River, proximity to Richmond, and industry made Petersburg one of the largest and most important cities in Virginia. To protect Petersburg from attack, the Confederates built a ten-mile line of earthworks around the city. Named after its engineer, Captain Charles H. Dimmock, the Dimmock Line included fifty-five batteries. Slaves and freemen were instrumental in building this line of earthworks. It was completed in 1863.

After a series of hard-fought battles in the spring of 1864 with very heavy casualties, General Ulysses S. Grant abandoned his plan to capture Richmond by direct assault. Instead, he moved his troops to the south side of the James River where on June 15, he sent them to attack General P. G. T. Beauregard's troops defending Petersburg.

The Union attack on the Confederates did not begin until seven o'clock that night because confusion among the leaders caused a number of delays. In spite of the late hour, General William F. "Baldy" Smith was not only able to capture the well-fortified

Battery 5, but also an entire mile of the Dimmock Line. Smith chose not to fight on into the night. While his troops rested, the Confederates reinforced their lines.

Baldy Smith sent a telegram that evening to his superiors. It said, " . . . I hold the key to Petersburg." Smith was right; he did, in fact, hold the key. He just failed to turn it before the Confederates changed the lock the next morning. Petersburg might have fallen that night had the Union commanders continued their assault and prevented the few Confederate defenders from holding on until General Robert E. Lee's army arrived.

After three more days of fighting, the Union had lost almost 10,000 troops and had failed to capture Petersburg. Thus, Grant began siege operations.

Note to Teacher: At this tour stop, there is a short walking trail to Battery 5, on the original Confederate defense line. You may wish to help the students visualize the events of June 15, 1864, as they walk along the trail. This trail is where the 13-inch seacoast mortar, "The Dictator," is located.

Tour Stop 2: Battery 8

One of the first attacks by black troops was in this area. United States Colored Troops under the command of General Edward W. Hinks captured Battery 8 and took about 150 Confederate prisoners. Battery 8 was renamed Fort Friend for the large Friend House located nearby. The fort was converted into a supporting Union artillery position for the duration of the siege.

Tour Stop 3: Battery 9

During the first day of fighting, black troops of Hinks' Division captured this position--Battery 9.

Today, with its hut, sutler store, and sun shade, this stop resembles a Union camp. In summer months, park employees dressed in period clothing interpret Civil War camp life.

Note to Teacher: At this stop there is a short walk to the site of Meade Station. Meade Station was an important supply and hospital depot on the City Point and Army Line, a military railroad line built during the siege.

Tour Stop 4: Harrison's Creek

Forced to retreat from Batteries 8 and 9 in the opening battle for Petersburg, Confederate troops fell back and dug in along this stream--Harrison's Creek. Here the Confederates held for two days before being forced to withdraw to a new line closer to Petersburg. They held this new line until April 1865.

Tour Stop 5: Fort Stedman

This is Union Fort Stedman which was held by the 14th New York Heavy Artillery. A moat four feet deep and half full of water surrounded the fort.

By March, Lee was convinced that he had to abandon his defensive lines protecting Petersburg in order to save his army from encirclement. He knew that this would mean the fall of Richmond, but the fall of Richmond was a better alternative than the loss of his army. Therefore, he planned a surprise attack to force Grant to contract his lines and loosen the stranglehold blocking a Confederate escape.

Fort Stedman was the focus of Lee's surprise attack on March 25, 1865. Lee placed General John B. Gordon in charge of planning the attack. One half of the Confederate army would be used for the assault. Fifty men with axes would clear the way. The infantry would then open a wide gap through Fort Stedman.

Plans were made for a Confederate private to fire his rifle as a signal for the assault to begin. Just prior to the attack, a Union picket heard a noise and called out, "What are you doing over there, Johnny? What is that noise? Answer quick or I'll shoot."

The private replied, "Never mind, Yank. Lie down and go to sleep. We are just gathering a little corn. You know rations are might short over here."

The picket then answered, "All right, Johnny; go ahead and get your corn. I'll not shoot at you while you are drawing your rations."

When time came for the attack on Fort Stedman to begin, General Gordon ordered the private to fire his weapon. The private pointed his rifle upward, placed his finger on the trigger, and then hesitated. The soldier's conscience was bothering him because he had lied to the Union soldier.

General Gordon once again ordered, "Fire your gun, sir." This time the private called out to his kindhearted enemy and said, "Hello, Yank! Wake up; we are going to shell the woods. Look out! We are coming." After satisfying his conscience by telling the truth, the private fired the shot and rushed forward in the darkness.

In the early morning hours, Confederates charged undiscovered for the first twenty-five yards. Gordon's divisions swarmed into Fort Stedman, capturing several batteries and a half-mile of trenches. The Confederates seemed to have achieved a smashing breakthrough. Less than half a dozen Confederates were lost in this initial attack.

Although the Confederates had little difficulty seizing Fort Stedman, stiff resistance and over-whelming numbers prevented them

from advancing much further. Soon, the men who had taken the fort found themselves isolated and forced to choose between surrender and a retreat under fire to their own lines. By eight in the morning, the Confederate drive was broken and the Union's stranglehold on Petersburg was restored.

Fort Stedman was the last instance in which Lee was able to go on the offensive against the Union Army.

Note to Teacher: A loop trail leads from Fort Stedman to Colquitt's Salient where the Confederate attack originated. The trail also passes the 1st Maine Monument commemorating the highest regimental loss in a single action (June 18, 1864) of the Civil War.

Tour Stop 6: Fort Haskell

Intense gunfire from Fort Haskell helped the Union retake Fort Stedman. Union soldiers, who had been driven down the line of entrenchments during the Battle of Fort Stedman, were jammed so tightly into this fort that most could only load weapons and pass them forward to be fired.

Tour Stop 7: Taylor Farm (Site)

All original farm buildings were destroyed at the start of the siege. The Taylor House site was used as a convenient reference point by commanders in both armies. Along this ridge, nearly 200 pieces of artillery were concentrated and fired during the Battle of the Crater.

Tour Stop 8: The Crater

One group of Union soldiers was not willing to wait out a long, hot summer in the trenches. Members of a Pennsylvania regiment, of whom had worked in the coal mines before the war, soon began to tunnel under the Confederate entrenchments. Their plan was to explode a mine beneath the Confederate line at Elliott's Salient, creating a gap in the Confederate line of defense. A large Union attack force would then rush through the gap and capture Petersburg and perhaps shorten the war. General Ambrose Burnside approved the plan and decided to use his black troops for the attack.

The Confederates heard reports of the tunnel, but they believed that it was impossible for the Union to dig a tunnel of great length and yet have air to breathe without a number of air shafts along the way. The Confederates dug countermines but missed the Union mine. The Confederates concluded that the tunnel was nothing more than a rumor.

But the long tunnel was possible! Lieutenant Colonel Henry Pleasants, the mine engineer, instructed his troops to build a fire

close to the tunnel's entrance. As the warm, stale air left the tunnel through a chimney, fresh air filled the tunnel through a wooden air duct.

Thirty-two days after the digging began, the mine exploded. But white troops, not black, led the attack. The black troops were held back because at the last minute General George Meade--with Grant's Approval--overruled Burnside. After the Battle of the Crater, Grant stated that if things went wrong at the Crater, "it would then be said . . . that we were shoving these people ahead to get killed because we did not care anything about them. But that could not be said if we put white troops in front."

On July 30, 1864 about 4:45 in the morning, the gigantic land mine exploded beneath the Confederates, creating a great hole in the ground. The hole, or crater, was 170 feet long, 60 to 80 feet wide, and about 30 feet deep. As the Union had hoped, the Confederates were surprised and 278 were killed in the explosion.

The Union troops rushed forward into the Crater and found themselves in a death trap, pinned down by fire from three sides. To make matters worse, Union reinforcements soon joined the mass of men already milling in the devastated no man's land of the Crater, among the dead and dying, broken artillery, and rubble.

The Northern plan was a failure with over 4,000 Union soldiers killed, wounded, or captured that day. Confederate casualties were fewer, only 1,500. After the Battle of the Crater, the situation before Petersburg was unchanged.

Note to teacher: Taking the short walking trail at Tour Stop 8 will allow students the opportunity to view the entrance to the tunnel, the path of the tunnel, and the Crater itself.

This extended driving tour is about 16 miles long and takes you to park areas south and west of Petersburg. You begin it when you exit the Petersburg Unit and turn left onto Crater Road (originally the Jerusalem Plank Road of the war period).

Although modern development has destroyed most of the trenches, some traces can still be found. In general, Union works were located to the left of the road; Confederate works to the right.

Tour Stop 9: Fort Sedgwick (Site)

Union troops built Fort Sedgwick in July and August of 1864 to control the Jerusalem Plank Road. Named for General John Sedgwick, who was killed in the Battle of Spotsylvania, it was the key Union post along the eastern portion of the siege line. Fort Sedgwick and nearby Confederate Fort Mahone continuously exchanged fire during the siege. For this reason Fort Sedgwick was nicknamed "Fort Hell," and Fort Mahone was called "Fort Damnation."

This was also the site of a major assault by the Union forces against Rives' Salient and Fort Mahone on the Confederate line, April 2, 1865. A monument nearby honors Col. George Gowan, 48th Pennsylvania Volunteers, who was killed in this attack.

Fort Sedgwick was leveled in the late 1960s. It stood in the southeast corner of Crater Road and Morton Avenue.

Tour Stop 10: Fort Wadsworth

Fort Wadsworth was named for General James S. Wadsworth who was killed in the Battle of the Wilderness. The fort stands on the site of the Battle of the Weldon Railroad, August 1864. Fort Wadsworth was a very strategic point on the Petersburg front and was built to strengthen the Union hold in the area. The present day Halifax Road follows the original bed of the Weldon Railroad.

The Hagood Monument on the grounds memorializes the South Carolina troops who fought in this area on August 21.

The site of Globe Tavern, General G. K. Warren's headquarters during part of the siege, is a half mile south.

Tour Stop 11: Poplar Grove Cemetery

America's greatest tragedy, the Civil War, ended only after a great sacrifice of human life. Over 600,000 soldiers died as a direct result of the war.

This is Poplar Grove National Cemetery, established for Union soldiers who died during the Petersburg and Appomattox Campaigns. The removal of the Union soldiers began in the summer of 1866. At that time, a burial corps, numbering about one hundred men equipped with twelve saddle horses, forty mules, and ten army wagons, established a base of operations on the cemetery site. From July 1866 to June 30, 1869, the burial corps thoroughly searched the ground of every major battlefield of the Petersburg and Appomattox Campaigns, as well as nine Virginia counties. During the three years of its existence, the burial corps recovered the remains of 6,142 Union and Confederate soldiers. Today there are 6,314 burials in the cemetery. About two-thirds of these graves are marked "Unknown."

Over 5,000 Union soldiers died in the hospitals at City Point during the siege and were buried in a cemetery behind the hospital. Most of those soldiers were reinterred in the City Point National Cemetery in Hopewell.

Most of the Confederate soldiers who died during the siege were buried in mass graves, by state, at Blandford Cemetery in Petersburg.

Tour Stop 12: Forts Urmston and Conahey

Forts Urmston and Conahey were built in October of 1864 on ground captured by Union troops during the Battle of Peeble's Farm, September 30 - October 2. These forts were named for Union officers who were killed in that battle.

Tour Stop 13: Fort Fisher

Fort Fisher was the largest fort on the Petersburg front when it was enlarged by Union troops in March of 1865. Because the Confederate lines were more than a mile north, there was little shelling along this part of the line. Fort Fisher never saw any fighting.

Tour Stop 14: Fort Gregg

Confederate Fort Gregg was built west of Petersburg to protect the city. Here 600 soldiers from Mississippi and North Carolina held back 5,000 Union troops for two hours. These brave men allowed time for General Lee and his army to re-establish the lines west of Petersburg after the Ninth Corps' breakthrough. Lee evacuated Petersburg during the night of April 2, 1865.

Five Forks Unit

Five Forks, a country road junction that radiates somewhat like a starfish, is located about six miles north of Dinwiddie Court House. General Lee placed a force under Major General George E. Pickett with these instructions: "Hold Five Forks at all hazards. Protect the road to Ford's Depot and prevent Union forces from striking the South Side Railroad . . ." This rail line was Lee's last supply route into Petersburg and its capture would signal the fall of the city.

The Union movement began on March 29, 1865, when General Grant sent Major General Gouverneur K. Warren's V Corps against the Boydton Plank Road. Union troops were able to gain a foothold on the roadway.

Two hours before sundown on April 2, Sheridan's cavalry and Warren's infantry smashed into Pickett's force at Five Forks. The Union captured almost 2,000 prisoners. Pickett barely managed to escape being captured himself. He wrote his wife: "We were completely entrapped . . . overpowered, defeated, cut to pieces, starving and captured."

The next day, Grant ordered a series of assaults along the main Confederate line at Petersburg. The Union infantry broke through. In a short time, the entire Confederate right flank collapsed. Confederate General Ambrose P. Hill was killed in a confrontation with two Union soldiers.

April 2 was a Sunday, and Jefferson Davis was attending church services in Richmond. In the middle of services, a courier arrived with a message from the War Department: "General Lee telegraphs he can hold his position no longer." Davis quietly left the church and started removing his government from Richmond. That same day, after dark, Lee's troops gave up Petersburg and Richmond.

The surrender of Lee's Army of Northern Virginia followed seven days later at Appomattox Court House.

City Point Unit

During the nine and one-half months of the Siege of Petersburg, General Grant had his headquarters at City Point, Virginia, eight miles behind Union lines. City Point, a small port town at the confluence of the James and Appomattox Rivers, was connected to Petersburg by railroad. Its strategic location next to the railroad bed and the rivers offered Grant easy access to points along the Petersburg front, as well as good transportation and communications with Fort Monroe and Washington, D.C. When Grant arrived at City Point on June 15, 1864, he established his headquarters in a tent on the east lawn of Dr. Richard Eppes' home, Appomattox.

Besides being headquarters for the United States Armies, City Point was the supply base for Union forces fighting at Petersburg and Richmond. Overnight, the tiny village became one of the busiest ports in the world as hundreds of ships arrived off its shores bringing food, clothing, ammunition, and other supplies for the Union army. The goods were unloaded on eight wharves which stretched along a half mile of water front. Bread and other supplies were sent from City Point to the front lines by train.

Seven hospitals operated at City Point during the siege. The largest hospital was the Depot Field Hospital. It covered an area of two hundred acres and at times held as many as 10,000 patients. Not only was it the largest facility of its kind in America, but perhaps the finest.

City Point also had a prison for those Union soldiers who had committed various crimes. It was called the Bull Ring. On the average, four cases a day were heard by the court-martial board. Sentencing followed conviction. One United States Sanitary Commission delegate reported seeing five men, in a single day, being sent off for execution.

President Lincoln visited this area on two occasions. He spent two of the last three weeks of his life at City Point.

War Terms

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War Terms

-A-

abandon: to give up; desert

abolish: to destroy; do away with

abolitionist: person opposed to slavery and in favor of ending it

advance: to move forward

agriculture: act of cultivating the soil; farming

ambulance: wagon or boxcar used to transport wounded or ill soldiers from the field

ammunition: bullets, gunpowder, shot, and shells used in firing weapons of war

amputation: surgical operation used to remove an arm, leg, or other extremity

anesthesia: compound used to make patients unconscious before surgery

Appomattox: small town in Central Virginia west of Petersburg, Virginia

Appomattox Court House: site where General Robert E. Lee surrendered the Army of Northern Virginia to General Ulysses S. Grant

Appomattox Manor: plantation home located at the confluence of the James and Appomattox Rivers used by the Union army during the Siege of Petersburg

Appomattox River: river which runs east from Appomattox County, Virginia, and flows into the James River northeast of Petersburg, Virginia

appropriate: to set apart for a particular purpose or use

army: large organized body of soldiers armed and trained for war

Army of Northern Virginia: principal Confederate field force which under General Robert. E. Lee opposed the Federal Army of the Potomac in the eastern theater of operations

Army of the James: Union army led by Benjamin Franklin Butler and later by E. O. C. Ord

Army of the Potomac: largest Union army of the Civil War and the principal Federal force in the Eastern theater

artifact: man-made object from a past time

artillery: big guns (cannon and mortars) used in the Civil War to support the infantry and defend fixed positions

-B-

battery: number of similar items grouped as a unit; such as, a battery of cannon

Battery 5: Confederate battery along the Dimmock Line that was captured by Union forces on June 15, 1864

battle: an encounter of two armies

battlefield: place where a battle is fought; area of conflict

Beauregard, Pierre G. T.: Confederate general who was winning commander at Fort Sumter and First Manassas and who defended Petersburg against great odds in the June 15-18 Battle for Petersburg

Beef Steak Raid: successful Confederate cattle raid led by General Wade Hampton in September 1864

Bermuda Hundred: "the historic bottle" along the James River where General Butler and his troops were trapped June 1864 because Confederates "corked" it

Birney, David: general who commanded the 3rd Division, 2nd Army Corps of the Army of the Potomac

black powder: an explosive consisting of a compound of potassium nitrate, sulfur, and charcoal

blockade: the practice of positioning naval ships in front of an enemy's harbors and river openings to prevent vessels loaded with commerce from entering and departing

bondage: slavery; a state of being bound by law

border states: the slave states located between the North and the South that stayed in the Union during the Civil War

Boydton Plank Road, Battle of: battle fought October 27, 1864, in which Union forces failed in their attempt to reach the South Side Railroad; also known as the Battle of Burgess' Mill

breakthrough, the: the overall Union assault on the Confederate lines which succeeded in taking Petersburg on April 2, 1865

breastworks: barrier made of earth and wood; earthworks

brigade: an organized military unit that was generally composed of five regiments and led by a brigadier general

Bull Ring: an enclosure surrounded by high wooden fences located at City Point, Virginia, used to confine Union soldiers who were accused of crimes ranging from theft to desertion

Butler, Benjamin Franklin: Union general who commanded the Army of the James from winter 1863 to winter 1864

Burnside, Ambrose P.: general who was relieved of his command (Army of the Potomac, Ninth Corps) for mishandling troops in the Battle of the Crater

-C-

camp: ground on which an army pitches its tents

campaign: connected series of military operations forming a phase of a war

canister: a type of Civil War artillery ammunition that resembled a coffee can containing small, round, iron balls packed in sawdust and used for defending against

infantry attack

cannon: artillery piece; big gun

canteen: vessel used by a soldier for carrying water or other liquids

casualty: military person lost through death, wounds, injury, sickness, capture, or missing in action

cavalry: army component mounted on horseback used mostly for scouting, raids, and protecting the flanks of the army

Cemetery Hill: ridge in Blandford, east of Petersburg, Virginia

Chesapeake Bay: inlet of the Atlantic Ocean in Virginia and Maryland

chloroform: most common anesthesia used in the Civil War

citizenship: status of being a citizen; one entitled to the rights and privileges of a free person

City Point: small town in Virginia located where the Appomattox and James Rivers come together; now called Hopewell

City Point and Army Line: Union military railroad connecting City Point with the Union front

City Point Railroad: railroad that ran from Petersburg to City Point at the junction of the James and Appomattox Rivers

civil rights: personal freedoms of citizens

civil war: armed fighting between two groups within the same country

civilian court: non-military court

Clay, Henry: senator from Kentucky who introduced a bill known as the Compromise of 1850

Cold Harbor, Battle of: battle that occurred May 31 - June 12, 1864, at Cold Harbor, Virginia, a strategic crossroads eight miles from Richmond

Colquitt's Salient: Confederate stronghold on the new Confederate line east of Petersburg built on the night of June 17, 1864

company: smallest unit in the organized army containing about 100 men led by a captain and two lieutenants

Compromise of 1850: measure allowing California to become a free state with the rest of the Southwestern lands (gained as a result of the Mexican War) being settled by popular sovereignty

comrade: fellow soldier

conduct of war: behavior of those managing or involved in a military affair

Confederacy: the union of the Southern states that had seceded

Confederate: an adherent of the Confederate States of America or its cause; Southerner; also called a rebel or Johnny Reb

Confederate Flag: "The Stars and Bars" (early flag) or "The Southern Cross" (battle flag)

Confederate States of America: the country formed by the states that seceded from the United States of America

Congressional Medal of Honor: highest award for acts of bravery given by the United States

conscription: law which ordered men to military service; today called the draft

constitution: written plan of government

contraband: black slave who, during the Civil War, escaped to or was brought within the Union line

convalescent: recovering injured or ill person

Copperhead: Northern Democrat who opposed the Union's war policy and favored a negotiated peace

corps: large military unit composed of three divisions led by a lieutenant general (Confederacy) or a major general (Union)

cotton: soft, usually white, fibrous substance composed of the hairs surrounding the seeds of various plants

cotton gin: machine that separates seeds from cotton

court-martial: to subject to a military trial with a court consisting of a board of commissioned officers

counterattack: attack made to counter (off-set) an attack by the enemy

countermine: tunnel for intercepting an enemy mine

crater: large hole, usually caused by a volcano or meteorite

Crater, Battle of the: battle which occurred July 30, 1864, at Petersburg, Virginia, when the Union exploded four tons of black powder beneath the Confederate line of defense at Elliott's Salient

cross fire: firing from two or more points so that the lines of fire cross

culture: the way of life of a group of people, including their customs, traditions, and values

-D-

Davis, Jefferson: president of the Confederate States of America

Dearing, James: Confederate general whose cavalry held back the Union attack on Petersburg for several hours on June 15, 1864

defensive war: a war in which an army fights to defend its land or territory

depot: a place to store military supplies

Depot Field Hospital: one of the largest and finest field hospitals in the Civil War, located in City Point, Virginia

desertion: the act of a soldier leaving military service without the legal

authority to do so

detonate: to set off an explosion

Dictator, the: 13-inch seacoast mortar used by the Federals in the Siege of Petersburg; also called the Petersburg Express

diet kitchen: kitchen where army cooks prepared meals for patients (Low diet kitchens prepared special meals for patients too sick to eat food prepared in the regular or high diet kitchens.)

Dimmock, Charles H.: captain in the Confederate army who engineered the ten-mile line of earthworks built to protect Petersburg, Virginia, against Northern attack

Dimmock Line: the ten-mile line of earthworks, engineered by Captain Charles H. Dimmock, to protect Petersburg against the Union army

dispensary: place where medical aid is dispensed

division: military unit composed of three brigades led by a major general

dock: place were ships can tie up and unload

dockworker: laborer who loads and unloads cargo; dockhand; longshoreman

dog tent: a tent consisting of two pieces of canvas that buttoned together forming a temporary shelter

domino: rectangular block whose face is divided into two equal parts that are black or bear from one to six dots and is used in a game

Douglas, Stephen A.: senator from Illinois who introduced the Kansas-Nebraska Act

droning: making a deep murmuring

dysentery: disease of the intestines with severe diarrhea and the number one killer in the Civil War

-E-

earthworks: earthworks with wooden frameworks and dirt in front; breastworks

Elliott's Salient: stronghold in the Confederate line protecting Petersburg, which was blown up when the Union army exploded a mine beneath it on July 30, 1864

Emancipation Proclamation: proclamation that was signed and issued by President Lincoln on September 22, 1862, which freed the slaves in the Confederacy effective January 1, 1863

embalm: to protect a corpse from decay

engineer corps: military organization involved in skillfully laying out or constructing a military operation

enlistment: the state of being enrolled in the military

Eppes: a prominent family of City Point, Virginia, who owned Appomattox (Appomattox Manor) and the surrounding property

-F-

Federal: supporter of the United States Government in the Civil War; soldier in the Federal (Union) army; Northerner; also called Billy Yank

Ferrero, Edward: Union general who was the commander of the black troops that failed in their attempt to make a final drive on Cemetery Hill in the Battle of the Crater

First Main Heavy Artillery: regiment which suffered the highest losses of any regiment in a single action in the Civil War

Five Forks, Battle of: battle on April 1, 1865, in which Union forces defeated Pickett's troops 18 miles west of Petersburg on their way to the South Side Railroad

flank: the end of a battle line

folk song: a song of the common people of a country or region that reflects their life style

forceps: medical instrument used in delicate operations for grasping, holding firmly, or exerting traction

fort: strong or fortified place for protection against the enemy

Fort Fisher: largest Union fort on the Petersburg front as of March 1865

Fort Friend: fort used by the Union army as an artillery position throughout the siege operations at Petersburg; originally Confederate Battery 8 on the Dimmock Line

Fort Gregg: Confederate fort, built as an outpost guarding the western approach to Petersburg, which, on April 2, 1865, held off the Union troops for two hours enabling Lee's army to re-establish their lines on the western sector of Petersburg

Fort Haskell: Union fort from which Union troops stopped the Confederate southward advance during the Battle of Fort Stedman

Fort Sedgwick: key Union post along the eastern portion of the siege line; nicknamed "Fort Hell"

Fort Stedman, Battle of: battle occurring March 25, 1865, in which Lee's Confederate army failed in its attempt to disrupt Federal communication and supply lines

Fort Sumter: fort located on the south side of the entrance to the harbor at Charleston, South Carolina, where the first shots of the Civil War were fired

Fort Wadsworth: fort built to strengthen the Federal hold on the area where the Battle of the Weldon Railroad had taken place

fortification: works erected to defend a place

Forty-Eighth Pennsylvania Volunteer Infantry Regiment: Union regiment, composed chiefly of coal miners, responsible for digging the mine tunnel beneath Elliott's Salient

foundry: place where iron and steel are made into useable items

free state: a state that did not allow slavery

frontal assault: a direct attack on the enemy's front

fugitive slave: slave who runs away from his master

Fugitive Slave Act: a strong fugitive slave law authorizing the return of a fugitive slave to his master and five years imprisonment to anyone who helped a suspected fugitive

-G-

gabion: cylindrical basket open at both ends and filled with dirt used to stabilize earthworks

Garrison, William Lloyd: strong abolitionist and owner of the Boston-based newspaper, *The Liberator*

Garrisonian: a follower of William Garrison who thought slavery must be destroyed by any means

Gettysburg Address: memorial speech made by President Lincoln to honor the soldiers who had died in the Battle of Gettysburg and were buried in the cemetery where the speech was given

Globe Tavern, Battle of: the culmination of the Union effort on August 18-21, 1864, to seize and hold the Weldon Railroad

Gordon, John B.: Confederate general of the Army of Northern Virginia who planned the attack on Fort Stedman

Grant, Ulysses S.: general in command of all the armies of the United States as of March 1864

Gregorian Chant: a monodic and rhythmically free liturgical chant of the Roman Catholic Church

Gunner's Quadrant: instrument used to measure the angle of elevation of long heavy guns and mortars

-H-

Habeas Corpus: the right of a citizen to obtain a *writ of habeas corpus* as a protection against illegal imprisonment

Halifax Road: major roadway that ran alongside the Weldon tracks

Hancock Winfield S.: Union general commanding the Second Army Corps of the Army of the Potomac

harbor: protected body of water that is safe for ships and other vessels

hardtack: hard square cracker made of flour, water and salt; one of the major staples for both Northern and Southern soldiers

Harrison's Creek: creek that roughly paralleled the Dimmock Line east of Petersburg

Hatcher's Run, Battle of: battle occurring February 5-7, 1865, in which the Union succeeded in extending its lines to Hatcher's Run-- the maximum extent of the siege lines around Petersburg; also

known as Dabney's Mill and Armstrong's Mill

headquarters: place from which a military commander issues orders and performs the duties of command

heroism: qualities of a hero; bravery

Hill, Ambrose Powell: commanding general of the Third Army Corps, Army of Northern Virginia, who was killed on April 2, 1864, during the final defense of Petersburg

Hinks, Edward W.: commanding general of "Baldy" Smith's all-black division (Third Division, Eighteenth Army Corps, Army of the James)

-I-

idealistic: characterized by a standard of perfection or excellence

infantry: foot soldiers; basic unit of a Civil War army

inquiry: investigation

invader: one that enters in a hostile manner

-J-

James River: river that empties into the Chesapeake Bay at Fort Monroe

Jerusalem Plank Road, Battle of: First Battle of Weldon Railroad; first in the series of flanking efforts made by General Grant, aimed at extending the Union lines around Petersburg to the west and cutting off Confederate supply routes into the city

Johnston, Joseph E.: Confederate general who led the Army of Northern Virginia until seriously wounded in 1862, at which time he was assigned to command the Army of Tennessee

-K-

Kansas-Nebraska Act: act which created the territories of Kansas and Nebraska and did away with the Missouri Compromise

Kershaw, Joseph B.: Confederate general who commanded a division of the First Army Corps, the Army of Northern Virginia

-L-

lanyard: a strong cord with a hook at one end used to fire a cannon

Ledlie, James H.: commanding general of the First Division, Ninth Army Corps, Army of the Potomac, which led the assault at the Battle of the Crater

Lee, Robert E.: Confederate general who commanded the Army of Northern Virginia

Lincoln, Abraham: 16th President of the United States assassinated April 14, 1865, shortly into his second term

litter: stretcher used to carry a sick or injured person

Longstreet, James: Confederate general who commanded the forces at Bermuda Hundred and north of the James River

lyrics: words to a tune

-M-

Mahone, William: Confederate general commanding a division of the Third Army Corps of the Army of Northern Virginia who was given credit for recapturing the Confederate line at Elliott's Salient during the Battle of the Crater

Manassas, Battle of: first major battle of the Civil War, fought in Manassas, Virginia and won by the South; also called Bull Run

manpower: strength expressed in terms of available persons to perform a task

Mason and Dixon Line: line used to determine the boundary between Pennsylvania and Maryland; traditionally, seen as the boundary line between North and South

McClellan, George Brinton: first general commanding the Army of the Potomac and presidential candidate in the 1864 election

Meade, George Gordon: Union general who commanded the Army of the Potomac from July 1863 to the end of the war

Meade Station: one of several important supply and hospital depots on the City Point and Army Line Railroad

medicinal: for medical purposes

merchandise: goods for sale; objects of commerce

mine: encased explosive designed to destroy the enemy and/or enemy property

minie ball: large, elongated bullet made of soft lead that was fired from rifled muskets during the Civil War

Missouri Compromise of 1820: agreement whereby Missouri was admitted as a slave state, Maine as a free state; established that slavery would not be permitted below the parallel that marks Missouri's southern boundary

morphine: very powerful pain-killing drug

mortally wounded: wounded to the extent that death follows

mortar: muzzle-loading cannon used to fire projectiles at high angles

-N-

Norfolk: city and port in Southeast Virginia

Norfolk and Petersburg Railroad: railroad which ran from Petersburg, Virginia, to Norfolk, Virginia

North, the: those states which opposed the Confederate States of America during the Civil War; the Union; Federal troops; Northerners

-O-

offensive: making attack

old men and young boys: phrase which refers to the "old men and young boys" who defended Petersburg, Virginia, against Union attack on June 9, 1864

outlet: market for a commodity

-P-

Peeble's Farm, Battle of: battle occurring September 30 - October 2, 1864, in which Union troops drove west and extended their lines another three miles

Pegram, Richard: Confederate captain who lost 278 men and his four-gun battery when the mine exploded beneath Elliott's Salient on July 30, 1864

pendulum hausse: artillery implement used on light field guns for precise aiming

Petersburg: city in Virginia located 22 miles south of Richmond that supplied Richmond and the Army of Northern Virginia with needed goods during the Civil War

Petersburg, Battle for: battle occurring June 15-18, 1864, in which the Union's effort failed to take Petersburg, Virginia, but managed to capture almost two miles of Confederate earthworks

Petersburg National Battlefield: unit of the National Park Service mandated by Congress in 1929 to commemorate the Petersburg Campaign

picket: person placed on guard duty at the front lines

Pickett, George Edward: commander of the First Army Corps, Army of Northern Virginia, who led Southern troops at the Battle of Five Forks

plantation: large farm raising one main crop

Pleasants, Henry: Union commander of the 48th Pennsylvania Infantry and famous for engineering the mine tunnel associated with the Battle of the Crater

political map: map that shows such things as national and state boundaries and the names and locations of towns and cities

pontoon bridge: bridge whose deck is supported by flat-bottomed boats

Poplar Grove National Cemetery: national cemetery established for the purpose of giving a final resting place for the Union soldiers who lost their lives in the Petersburg and Appomattox Campaigns

popular sovereignty: principle that the people who lived in a territory should decide for themselves whether or not to have slavery

pragmatic: practical as opposed to idealistic

prejudice: an unwarranted bias

prisoner of war: soldier captured by the enemy and placed in an enemy camp

-R-

railroad: road having a line of rails fixed to wooden ties to provide a track for cars drawn by locomotives

ration: the food allowance of one soldier

Reams Station, Battle of: battle occurring August 25, 1864, in which Confederate forces tried to recapture the Weldon Railroad

rebel: one who fights authority; Southerner; Confederate; Johnny Reb

rebellion: armed resistance to the authority of an established government

recruiter: person who gets new soldiers for an army by encouraging men to enlist

regiment: military unit composed of 10 companies and led by a colonel

reinforce: to strengthen by adding something new

reinforcement: an additional supply of soldiers

repel: to drive back; to fight against

replica: a close reproduction of the original

Richmond: capital city of the state of Virginia; second capital of the Confederate States of America

Richmond and Petersburg Railroad: historic rail line connecting Petersburg, Virginia, with Richmond, Virginia

rifled musket: term adopted in 1855 to designate those shoulder arms that retained the outside dimensions of the old muskets but had rifled barrels

river: natural surface stream of water of considerable volume

River Queen: steamer that Lincoln traveled on from Washington, D. C. to City Point, Virginia, on his second visit to the area

-S-

salient: an outwardly projecting part of a fortification or defensive line

sanitation: the promotion of hygiene and prevention of disease achieved through the maintenance of clean conditions

scalpel: small, sharp knife used by surgeons to cut through skin and other soft tissue

Scott, Dred: black slave who was the central figure in a United States lawsuit

secede: to withdraw from; pull-out

segregation: the separation of groups of people based on race

Sheridan, Philip H.: the Union general commanding the Cavalry Corps, on whom Grant most depended in the last year of the war

siege: military blockade of a town or fortified place to force its surrender by cutting communications and supply lines; military operation in which the enemy surrounds or pins down an army

signal flag: flag made of several colors to contrast with the landscape and used to send messages

slave: person who is owned by another person

slave state: a state where slavery was permitted

slave trade: the buying and selling of blacks for profit prior to the Civil War

slavery: the state of a person who has been purchased by another; bondage

soldier: someone who is engaged in military service

South, the: those states which lie south of the Mason and Dixon Line; the Confederate States of America; the Confederacy; Southerners; Confederate troops

South Side Railroad: historic rail line that ran west from Petersburg, Virginia, to Lynchburg, Virginia

spiritual: a religious song that was developed primarily by blacks in the South

spoil: property taken from the enemy in war; loot

sponge: pad used in surgery and medicine

stalemate: a standoff; a deadlock; a fight without a winner

states' rights: the political doctrine that all powers not given to the central government by the Constitution belonged to the states themselves

stockade pavilion: shelter made of logs

Stowe, Harriet Beecher: Northern writer who was the author of *Uncle Tom's Cabin*

strategic: of great importance to a planned effect

strategy: a careful plan

Stuart, J. E. B.: commander of the Confederate cavalry in Lee's Army, mortally wounded May 11, 1864, outside Richmond

supply center: place which supplies needed goods to other places

surgeon: medical specialist who performs operations

surrender: to give up control of

Sutherland Station, Battle of: battle occurring April 2, 1865, in which the Union officially captured of the South Side Railroad

sutler: private businessman who followed the army and sold goods to the soldiers

suture: silk thread stitch used to sew up wounds

sympathizer: someone who tends to favor a particular cause

-T-

target: a goal to be achieved; something that is fired upon

tariff: tax on goods imported from a foreign country

Tariff Act: a tax on foreign goods passed in 1828 that raised the prices of goods from Europe

Taylor Farm: a farm called "Spring Garden" whose buildings were destroyed early in the Petersburg Campaign

telegraph: a message sent electrically by wire

telegraph register (receiver): an instrument used to record the dots and dashes of the Morse Code

tent: a temporary shelter made of canvas

testimony: a solemn declaration made by a witness under oath in response to an interrogation

theater: large area where military campaigns took place

thumbstall: leather thumb covering worn by a cannoneer as a vent stop

tobacco: plant whose leaves are prepared for using in smoking or chewing

tourniquet: device which wraps around an arm or leg and is tightened to control bleeding

tow-hook: hook used to remove the cotton waste in which the rounds of artillery ammunition were packed

trading center: place that is heavily involved in the exchange of goods

trench: deep ditch where troops sought protection during battle; a long narrow excavation used for military defense and often having the excavated dirt piled up in front of it as an earthwork

troops: soldiers

tunnel: horizontal passage through or under an obstruction

typhoid fever: a very deadly disease caused by contaminated food and water, killing thousands of soldiers during the Civil War

-U-

underground railroad: the secret routes by which abolitionists helped runaway slaves escape to free states or Canada

Union: those states remaining loyal to the United States of America; the North; Federal; Northern

United States Colored Troops: black soldiers who fought in the Union army

United States Christian Commission: an interdenominational organization devoted to fostering religion and morality in the Union army

United States Sanitary Commission: relief organization whose primary goal was to supply the material wants of the soldier

-V-

ventilation: circulation or movement of air

Virginia: state which left the Union on April 17, 1861, and was the principal battleground for the war in the East

volunteer: person who offers himself for service without being forced to do so

-W-

warehouse: a large building where goods are stored until needed for use

Warren, Gouverneur K.: commander of the Fifth Army Corps of the Army of the Potomac from March 23, 1864, to the Battle of Five Forks

weapon: an instrument used for

fighting

Weldon (Petersburg and Weldon) Railroad: one of two rail lines into Petersburg that supplied the Confederates during the Siege of Petersburg connecting Petersburg with Weldon, North Carolina, and points south

wharf: structure built along navigable waters to enable ships to receive and discharge cargo

Wilmot, David: congressmen from Pennsylvania that introduced the Wilmot Provise

Wilmot Provise: bill that proposed forbidding slavery in any part of the new territory resulting from the Mexican War

Whitney, Eli: inventor of the cotton gin

-Y-

Yankee: a soldier who fought with the Union; a Federal; Billy Yank

Read On

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Read On . . .

Many of the books listed below were used in preparation of *Petersburg National Battlefield: A Teacher's Resource Guide*.

For the convenience of you and your students, the books are divided into three reading levels and appear alphabetically by title.

Level One
The following books were written especially for children.

A Battlefield Atlas of the Civil War, by Craig L. Symonds, Nautical and Aviation, 1983. Full-page maps of the major campaigns are included in this narrative.

Abraham Lincoln: To Preserve the Union, by Russell Shorto, Silver Burdett Press; 1991. Telling the story of Abraham Lincoln's life and contribution to American history, this work is one in a series of books, *The History of the Civil War*.

An Album of the Civil War, by William Loren Katz, Franklin Watts, Inc., 1974. Filled with illustrations this book simplistically explains the Civil War and its causes.

Civil War: America Becomes One Nation, by James I. Robertson, Jr., Alfred A. Knopt, 1992. This book explains the causes and crucial events leading to the war. The author objectively discusses the differing political views of the North and South. Brief, interesting descriptions of the battles and leaders are given. This work takes the young reader to the front lines of battle.

Civil War Weapons, by C.B. Colby, Coward-McCann, 1962. Using words and pictures, this book describes major weapons of the Civil War.

Ironclads of the Civil War, by Frank R. Donovan, American Heritage, 1964. This chronicle of the naval war has many pictures.

Life in Lincoln's America, by Helen Reeder Cross, Random House, 1964. This is an illustrated history of America in the 1860s.

Lincoln: A Photobiography, by Russell Freedman, Clarion Books, 1987. This book is an excellent introduction to the 16th President of the United States.

Robert E. Lee, by Jonathan Daniels, Houghton Mifflin, 1960. This work is a good introduction to the South's most beloved soldier.

Stonewall, by Jean Fritz, Putnam, 1979. The high points of General Thomas J. Jackson's life are told in this book.

Stonewall Jackson, by Jonathan Daniels, Random House, 1955. This book tells of Jackson's early life and struggles. It covers his war career and the battles in which he fought.

The Civil War, by Fletcher Pratt, Garden City Books, 1955. This illustrated book offers a very simplified picture of the Civil War.

Two Flags Flying, by Donald J. Sobol, Platt and Muck, 1960. This book contains fifty short sketches of those who influenced the Civil War. There are biographies on blockade runners, spies, nurses, generals, politicians, and others.

The Golden Book of the Civil War, American Heritage, 1961. This adaptation of the *American Heritage Picture History of the Civil War* tells the story of the Civil War in narrative style.

The Lees of Arlington, by M. Vance, Dutton, 1949. This book focuses on the private life of Robert E. Lee. It covers his family life, military career, and post-war years.

The Monitor and the Merrimac, by Fletcher Pratt, illustrated by John O'Hara, Random House, 1951. This book clearly explains the blockade system.

The Story of Ulysses S. Grant, by Jeannette C. Nolan, Grossett, 1952. This is one of the few biographies on Grant that is written for young people.

Level Two
The following books are appropriate for junior high students.

Abraham Lincoln, by James H. Daugherty, Vicking, 1943. This work deals with Lincoln's spiritual strength and introspective qualities.

Billy Yank and Johnny Reb, by Earl Schenk Miers, Rand McNally, 1960. This book is objective, factual, and clearly depicts camp life during the conflict.

Captive Bodies, Free Spirits: The Story of Southern Slavery, by William J. Evitts, Julian Messner, 1985. This is an introduction to the issue of slavery.

Davis, by Perry Scott King, Chelsea House, 1990. This work is the most recent biography on Jefferson Davis and included a chronology of his life.

Death in the Trenches: Grant at Petersburg, by Williams C. Davis, Time-Life Books, 1986. This is a good narrative with photographs and illustrations of the Siege of Petersburg. It ends with December 1864.

Decisive Battles of the Civil War, by Joseph B. Mitchell, Putnam, 1955. This history of the chief battles and campaigns includes 35 maps.

First Book of the Civil War, by Dorothy Sterling, Doubleday, 1963. This book deals with the slaves' road to freedom.

Freedom Train, by Dorothy Sterling, Country Life Press, 1954. This is the story of Harriet Tubman.

Jefferson Davis, by Perry Scott King, Chelsea House Publishers, 1990. This is one book in a series of 157 biographies under the title, *World Leaders--Past and Present*.

Pictorial Encyclopedia of the Civil War Medical Instruments and Equipment, Volume 1, by Dr. Gordon Dammann, Pictorial Histories Publishing, 1983.

Swords, Stars and Bars, by Mrs. Lee McGiffin, C. P. Dutton and Co.,1958. This book tells of some of the more illustrious Confederate soldiers on horseback.

The American Heritage Picture History of the Civil War, by Bruce Catton, American Heritage, 1960. Filled with pictures, this is one of the most popular Civil War books.

The Concise Illustrated History of the Civil War, by James I. Robertson, Stackpole Books, 1971. Conceived and created by the National Historical Society, this story of the Civil War begins with a review of the discontent in the nation leading to war.

The Life of Billy Yank: The Common Soldier of the Union, by Bell Irvin Wiley, Louisiana State University Press, 1952. In this book, the author tells the story of the common Union soldier and his patriotism.

The Life of Johnny Reb, by Bell Irvin Wiley, Louisiana State University Press, 1943. The story of the common soldier of the Confederacy is told in this book.

The Negro in the Civil War, by Benjamin Quarles, Little, Brown & Co., 1969. This book tells of the role blacks played in the Civil War.

The Siege of Petersburg, by Joseph P. Cullen, Eastern Acorn Press, 1970. This *Civil War Times Illustrated* reprint is a good, quick, overall view of the Petersburg Campaign.

The Story of the Civil War, by Russell Potter Reeder, Duell, Sloan, and Pearce, 1958. This book discusses military aspects of the war.

Level Three
Books listed below are intended for advanced readers. Many deal exclusively with the Campaign of Petersburg..

Abraham Lincoln, by Benjamin P. Thomas, Knopf, 1952. This is a good one-volume biography.

Abraham Lincoln at City Point, March 20 - April 9, 1865, by Donald C. Pfanz, H. E. Howard, 1989.

Back Door to Richmond: The Bermuda Hundred Campaign, April - June 1864, by William Glenn Robertson, University of Delaware Press, 1987.

Battle Cry of Freedom: The Civil War Era, by James M. McPherson, Oxford University Press, 1988. Today this is one of the most popular histories on Civil War.

Battles in the Civil War: Generalship and Tactics in America 1861 - 1865, by Paddy Griffith, Field Books, 1986.

Civil War Prisons, by William B. Hesseltine, Ohio State University Press, 1930. This is a scholarly work on the subject of Civil War prisons.

Civil War Virginia: Battleground for a Nation, by James I. Robertson, Jr., University Press of Virginia, 1991. This is a summary of events and people of Civil War Virginia.

Doctors in Blue, by George W. Adams, Schuman, 1952. This work is a well-done survey of Union medical treatment.

Doctors in Gray, by H. H. Cunningham, Louisiana State University Press, 1958. This is an an excellent work on Confederate medicine.

Ersatz in the Confederacy, by Mary Elizabeth Massey, University of South Carolina Press, 1952. This book focuses on the problems and causes of shortages in the Confederate Army.

Forged in Battle: The Civil War Alliance of Black Soldiers and White Officers, by Joseph T. Glatthaar, Free Press, 1990. This book deals with the performance of the United States Colored Troops on the Civil War battlefields.

General A. P. Hill: The Story of a Confederate Warrior, by James I. Robertson, Jr., Random House, 1987. The author creates an unforgettable portrait of Hill, who was killed in the last moments of the Siege of Petersburg.

Generals in Blue, by Ezra J. Warner, Louisiana State University Press, 1964. This work includes sketches and photographs of all Union generals.

Generals in Gray, by Ezra J. Warner, Louisiana State University Press, 1959. All Confederate generals are presented in sketches and photographs.

Grant: A Biography, by William S. McFeely, Norton, 1981. Filled with facts and interpretations, readers will enjoy this work.

Grant and Lee: A Study in Personality and Generalship, by Major-General J.F.C. Fuller, Indiana University Press, 1983. This book, originally printed in England, 1933, compares the personalities and leadership abilities of these two generals.

Grant and Lee: The Virginia Campaigns 1864 - 1865: by William A. Frassanito, Charles Scribner's Sons, 1983. After a thorough examination and analysis of the photographs taken in the final year of the war, the author recreates the southward movement of the Union forces, beginning with the crossing of the Rapidan River, providing readers with an fascinating photoessay.

Jefferson Davis, by Clement Eaton, Free Press, 1977. This is one of several biographies on the Confederate president.

Lee's Last Campaign, by Clifford Dowdey, Broadfoot Publishing, 1988. This is the story of Robert E. Lee and his men against Grant in 1864.

Lincoln Finds a General, by Willliam T. Harry, Knopf, 1952. This book is about Lincoln's search for a general who could bring the war to an end.

Numbers and Losses in the Civil War of America 1861-65, by Thomas L. Livermore, Houghton, Mifflin and Company, 1900. This book has its roots in an essay which was read before the Military Historical Society of Massachusetts, February 23, 1867. The author attempted to verify statistical information with the 129 volumes of *War Records*.

Personal Memoirs of U. S. Grant, edited by E. B. Long, DaCapo Press, 1952. In his memoirs, Grant tells of his birth, childhood, the Mexican War, his marriage, and the Civil War.

Petersburg's Story, by James G. Scott and Edward A. Wyatt, IV, Titmus Optical Company, 1960. This book provides a broad outline of Petersburg's history and fills in the outline with significant and interesting details.

P. G. T. Beauregard: Napoleon in Gray, by T. Harry Williams, Louisiana State University Press, 1955. The paradoxical personality and dramatic life of Beauregard is told in this book.

Reminiscence of the Civil War, by General John B. Gordon, Charles Scribner's Sons, 1940. Written by a Confederate general who was present at the Siege of Petersburg, this author takes the reader back in time.

Soldiers Blue and Gray, by James I. Robertson, Jr., University of South Carolina Press, 1988. Union and Confederate soldiers describe army life in this book.

Stillness at Appomattox, by Bruce Catton, Doubleday, 1953. This work contains a complete description of Lee's surrender.

The Battle of Five Forks, by Ed Bearss and Chris Calkins, H. E. Howard, 1985. This is a detail account of the following Battles in the Petersburg Campaign: Lewis Farm, White Oak Road, Dinwiddie Court House, and Five Forks.

The Battle of Old Men and Young Boys, by William G. Robertson, H. E. Howard, 1989. This work tells of the first engagement to take Petersburg.

The Battle of the Crater, "The Horrid Pit" June 25 - August 6, 1864, by Michael Cavanaugh and William Marvel, H. E. Howard, 1989. This is an excellent work on the Union's attempt to take Petersburg by exploding a mine under the Confederate line.

The Civil War Dictionary, by Mark Mayo Boatner III, David Mckay Co., 1959. This is a very comprehensive work written for the researcher and serious student of the Civil War period.

The Depot Field Hospital at City Point, by Donald C. Pfanz, Petersburg National Battlefield, 1988. This work is not available in public libraries.

The Destruction of the Weldon Railroad, Deep Bottom , Globe Tavern and Reams Stations, August 14 - 25, 1864, H. E. Howard, Inc., 1991. This is a detailed account of the military operations during the Petersburg Campaign, August 14-25, 1864.

The Imperiled Union, by Kenneth M. Stampp, Oxford University Press, 1980. This work contains fresh interpretations of slavery and the antebellum South.

The Last Citadel: Petersburg, Virginia, June 1864 - April 1865, by Noah Andre Trudeau, Little, Brown and Company, 1991. This is an excellent over-all summary of the Petersburg Campaign and contains many personal anecdotes not published elsewhere.

The Lees of Virginia: Seven Generations of an American Family, by Paul C. Nagel, Oxford University Press, 1990. The last four chapters in this book are devoted to Robert E. Lee, but more as a family member than as a soldier. Here he is seen as son, brother, cousin, husband, and father.

The Negro's Civil War, by James M. McPherson, University of Illinois Press, 1982. This book tells how American Blacks felt and acted during the Civil War.

The Sable Arm: Black Troops in the Union Army *1861 - 1865*, by Robert Selph Henry, Bobbs-Merrill, 1931. This is a basic reference book on black troops in the Civil War.

The Tragedy of the Crater, by Henry Pleasants, Jr., 1938, reprinted by the National Park Service, 1975. This gives the Union point of view of the Battle of the Crater.

The Virginia Campaign of 1864 - 1865, by Andrew A. Humphreys, Charles Scribner's Sons, 1907. This is an excellent summary of the Petersburg Campaign.

This Hallowed Ground, by Bruce Catton, Doubleday, 1956. This story of the Union side of the war is told strictly from the Northern point of view.

Wasted Valor, June 15 - 18, 1864, by Thomas J. Howe, H. E. Howard, 1988. This covers in detail the first days of fighting in the Union's effort to capture Petersburg.

Standards of Learning Objectives

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Selected Standards of Learning Objectives for Virginia Public Schools

ART

4.2 The student will use past experiences and simulated situations as subject matter for art work.

5.1 The student will produce works of art which express personal emotions and ideas.

6.7 The student will investigate the use and impact of persuasive techniques in art.

7.1 The student will communicate information and ideas visually.

7.11 The student will discover the role of art in historic documentation.

AF.1 The student will express and interpret feelings and experiences in artwork that makes a personal statement.

AF.9 The student will prepare artwork for display.

AA.1 The student will demonstrate that initiative, originality, fluency, task commitment, and openness to new ideas are essential for creating and appreciating art.

AA.6 The student will produce works of art which result from experimentation and reflect a personal approach to visual problem solving.

AA.7 The student will create products using a variety of media and processes with the emphasis on visual problem solving.

AA.8 The student will produce completed works of art which integrate design principles and advanced aesthetic concepts.

AA.9 The student will present and display art products as part of the artistic process.

HEALTH

4.5 The student will define the term "communicable disease" (infectious disease) and identify ways in which diseases are transmitted.

5.7 The student will identify the causes and symptoms of certain communicable diseases.

LANGUAGE ARTS

4.10 The student will use the writing process to develop paragraphs.

5.7 The student will write personal correspondence.

5.8 The student will select and narrow a topic to be used in a writing.

5.9 The student will express ideas and feelings through writing.

5.11 The student will develop a vocabulary useful for learning and responding to instructional content at this level.

5.13 The student will use maps, charts, and graphs to solve problems and/or answer questions.

5.14 The student will organize information.

6.1 The student will acquire concepts and skills necessary for participation in task groups.

6.2 The student will use a reading process independently and effectively.

6.4 The student will prewrite, write, revise, edit, and proofread compositions of more than one paragraph.

6.7 The student will write narratives.

6.8 The student will write expository prose.

6.10 The student will select and use appropriate sources in gathering information to answer questions for various purposes.

6.13 The student will understand that personal values and points of view influence what is said, heard, and read.

7.1 The student will use interpersonal communication skills.

7.4 The student will expand his/her range of interests and control of language through wide, varied readings.

7.6 The student will write creatively using forms of his/her own choice.

7.10 The student will take notes from written, oral, and audio-visual materials.

8.1 The student will demonstrate improvement in the physical techniques necessary for effective oral communication.

8.7 The student will understand the basic methods the author uses in creating characters.

9.2 The student will show a sense of responsibility for participating in discussion.

9.3 The student will read analytically.

9.5 The student will write various literary forms.

9.6 The student will write informal essays.

10.3 The student will identify the author's point of view and recognize its effects.

10.4 The student will develop and apply useful personal standards for written materials.

10.7 The student will write brief narrative, descriptive, and expository papers.

10.8 The student will use research skills to gather and evaluate information useful in solving problems and making decisions.

10.9 The student will understand that effective written and oral communication depends on adapting one's language to audience, occasion, and purpose.

11.1 The student will analyze the communication process used in public speaking.

11.2 The student will demonstrate proficiency in both pre-planned and spontaneous speaking.

11.3 The student will read critically.

11.4 The student will gain insight into history and cultures through the study of literature.

11.9 The student will synthesize information from multiple sources.

12.2 The student will read with comprehension.

12.4 The student will write effective sentences, paragraphs, and papers that reveal style appropriate for the writer's purpose and audience.

12.5 The student will write a persuasive composition.

12.6 The student will write a documented informational paper.

MUSIC

4.1 The student will recognize music as an important part of life.

4.5 The student will sing in a group performing songs in simple harmony.

5.7 The student will demonstrate beginning choral behaviors and skills in group singing.

SOCIAL STUDIES

4.1 The student will make and interpret simple maps and demonstrate proficiency in using a globe.

4.3 The student will identify and locate Virginia, its bordering states, and its major land and water features on a United States map.

4.6 The student will identify and locate Virginia's natural resources, major crops, products, and industries and determine their role in the agricultural and industrial growth of the state.

4.7 The student will identify the imports and exports of early Virginia that were important to the growth of the state.

4.8 The student will identify and locate the various cultural groups that contributed to Virginia's heritage.

4.10 The student will describe how selected individuals made outstanding contributions to Virginia's history.

5.1 The student will interpret graphic information.

5.3 The student will identify major periods and events in the history of the United States and state the roles played by key individuals.

6.5 The student will interpret special purpose maps, charts, diagrams, and political cartoons.

7.1 The student will identify persons and events of United States and Virginia history from pre-civil war to the present.

7.3 The student will demonstrate the ability to use reference sources.

7.4 The student will interpret graphic information.

7.6 The student will analyze how rights and responsibilities of American citizenship have been applied from 1850 to present.

7.9 The student will participate effectively in group activities.

8.7 The student will participate effectively in group activities.

8.9 The student will interpret and analyze political cartoons, maps, charts, graphs, forms, and diagrams.

9.2 The student will interpret maps.

9.3 The student will construct maps, charts, graphs, and models to depict cultural and physical information.

9.4 The student will examine various aspects of selected world cultures including beliefs, religions, values, traditions, and institutions.

9.5 The student will research and analyze geographical information using various reference materials and resources and communicate that information in both oral and written form.

9.6 The student will use critical thinking skills and geographic concepts to examine contemporary issues and events and project possible consequences.

9.8 The student will describe reasons for and ways human beings have adapted to or altered their physical environments.

9.11 The student will identify patterns of change and development caused by human activity and/or natural resources.

9.12 The student will work responsibly and effectively as an individual and as a group member.

10.1 The student will describe individuals, events, and characteristics of various historical periods.

10.4 The student will identify major philosophies and explain the significance of these ideas in the development of world history.

10.5 The student will explain how scientific and technological changes have made major impacts on society.

10.8 The student will explain current world issues in terms of their historical development.

10.11 The student will analyze media information depicting current events.

10.13 The student will identify and use problem-solving techniques.

11.1 The student will describe the relationship of Virginia and American historical documents to democratic principles and the development of those principles.

11.2 The student will interpret cause and effect of historical events.

11.3 The student will identify and analyze the impact of contributions made by ethnic and other groups in the development of American society.

11.4 The student will show how divergent viewpoints have influenced historical events and decisions.

11.5 The student will describe the impact of world events on American culture.

11.9 The student will conduct research and present the results orally and/or in written form.

11.10 The student will demonstrate orally and/or in written form a knowledge of physical geography and spatial relationships in the development of Virginia and the United States within the international community.

11.11 The student will arrange events and historical periods in chronological order.

11.12 The student will identify individuals, events, and eras of Virginia and United States history and explain their influence on the development of the state and nation.

11.13 The student will analyze, interpret, and evaluate a variety of graphic information.

12.2 The student will demonstrate the use of decision-making skills.

12.3 The student will recognize the worth and dignity of self and others through the use of interpersonal skills.

12.4 The student will analyze the rights and responsibilities of American citizens and describe the historical interpretation of these rights.

12.10 The student will identify and analyze factors affecting decision-making at all government levels in the United States.

12.12 The student will demonstrate data gathering skills.

Evaluation Form

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Evaluation

Teacher: _____ **Date:** _____

Name of School: _____ **Grade:** _____

Number of Students Participating in Activity: _____

Pre-Visit Activities

1. Which pre-visit activities did you use?

2. Were the activities appropriate to the grade level?
3. Were the activities appropriate for the studied curriculum?
4. Were the instructions and background information clear?
5. How did the students respond to the activities?

Field Trip Activities

1. Did you bring your students to the Battlefield?
   If no, why not?

2. Did the field-trip activities reinforce the pre-visit activities?
3. Was there enough time for the activity?
4. Are you planning a return visit next year?

Post-Visit Activities

1. Which, if any, post-visit activities did you use?

2. Were they applicable to your class and the field trip?

Overall

1. Did you find *Petersburg National Battlefield: A Teacher's Resource Guide* useful?

2. Do any of the activities need refining?
   If yes, explain.

3. What other activities would you like to see in *Petersburg National Battlefield: A Teacher's Resource Guide*?

4. Are you interested in participating in workshops at the Battlefield for re-certification points?

Additional Comments

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Thank you for taking the time to participate in the pilot program. Your comments will enhance the Teachers and Rangers in Partnership for Students (TRIPS) Program and truly make our efforts a success.

Please return this critique form to Education Ranger, Petersburg National Battlefield, P. O. Box 549, Petersburg, VA 23804.